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ABSTRACT

In view of today's pressures for increase of both quantity and quality in higher education, there is a growing need for institutions to examine critically their present organization for internal administration. This book offers: (1) guidelines for institutions to study and evaluate their own structures; (2) outlines of the functions and responsibilities of chief administrative officers; (3) a survey and analysis of current organizational structure; and (4) the problems and issues involved in reorganization. (HS)

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Internal Structure

Organization and Administration of Institutions of Higher Education

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College and University Organization

Division of Higher Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Foreword

THE PURPOSE of organization, for a collegiate institution as well as for a private profit corporation, is to assure efficiency and economy of operation. It cannot substitute for statesmanship in governing, leadership in administration, competence in instruction, or capacity in learners. Neither can it substitute for suitable curricula of courses of study. All that sound organization can do is help individuals perform agreed-upon work more effectively.

In view of today's pressures for increase of both quantity and quality in higher education, there is a growing need for institutions to examine critically their present organization for internal administration. Too often, expanded structure has been imposed on a relatively simple pattern of organization which was not suited to its initial purpose.

The Office of Education has undertaken this study of institutional organization in order to provide college and university administrators, boards, and others responsible for planning with guidelines for evaluation and modification. Basic data were drawn from the current organization charts of 608 of the 1,970 institutions of higher education; these 608 represent most of those that publish formal charts of organization. This relatively high degree of coverage of institutions which have developed organization charts cannot offset entirely the limitations inherent in data of this type, and the findings are limited accordingly.

The authors have prepared this report under the general direction of Dr. S. V. Martorana, Chief, State and Regional Organization Section of the Division of Higher Education.

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CHAPTER I

An Approach to the Study of Organization for Administration of Higher Education

POPULAR as well as professional expressions of concern over economy and efficiency of operation of college and university programs are everywhere evident. In the face of this, those who govern and administer might well ask whether or not the administrative structure contributes effectively to the successful achievement of the institution's purposes. The interest of college officials in improving organization has led to many inquiries about practice in other collegiate institutions.

A major purpose of this study is to serve those administrators and agencies concerned with and engaged in planning and directing the operation of the Nation's collegiate institutions. It is designed to meet the growing need and desire for a starting point for the modification and modernization of existing administrative structures. Another purpose is to provide an up-to-date picture of the status of overall organization structure. A description of the administrative organizations of a large number of colleges and universities to indicate practices has not been available in the past.

This publication has an additional value as a sound base for effective consultation in higher education. It provides guidelines for the evaluations and modifications which can result in more economical and efficient solutions to management problems. In general practice, to date, expanded structure has too often been imposed on a relatively simple and unsuitable pattern of organization.

Limitations

Basic data were drawn from an analysis of line-staff charts developed for use in 608 of 1,970 collegiate institutions, most of which do not publish formal organization charts. Although inclusive of most institutions with such charts, the coverage does not entirely offset limitations inherent in this type of data, and the findings are limited accordingly.

This study is centered in the president's span of control (number of institutional officers who routinely call upon an administrator for administrative decisions).[1] The detailed line-staff structures of the separate categories of administrative activity are beyond the purview of the overall organization. Additional studies are planned to explore in depth the organization and procedures of administration in each of four major areas: Academic affairs, student services, business management, and institutional development. Here again, particular attention will be directed toward an analysis of current practices in relationship to the level of offering and type of control.

It should be pointed out that certain limitations are inherent in an analysis of line-staff charts. For example, to the extent that they are not clearly drawn, there is the likelihood of error in analysis. A properly drawn chart will indicate the locus of assignment of the various administrative officers responsible for functions of administration inherent in higher institutions. In spite of implications to the contrary, it cannot pose or answer such questions as who actually formulates policy or how it is carried out. A chart does not usually show vacancies, combinations, or temporary assignments. At best, it illustrates the theoretical flow of authority after policy has been established. A chart can show (*a*) the span of control at various levels within the administrative hierarchy; (*b*) responsibility of officers to other officers; (*c*) responsibility of certain personnel to other personnel; (*d*) various coordinate (staff) asignments which are set up in relationship to administrative positions; (*e*) routes of communication; and (*f*) suggestions of commensurate authority which should accompany assigned responsibility.

In the analysis of line-staff charts it is necessary to make certain assumptions about functions from the titles given to the various officers. For example, the organization chart of a midwest college with 2,000 students showed that the librarian was responsible chiefly and only for the functions of the library. Direct communication revealed, however, that he performed additional duties in the business office. On the basis of their experience and knowledge of institutions gained from surveys, campus visits, and examination of many self-studies, the authors found that it is not unusual for an officer who is assigned a major function to have an occasional additional responsibility for functions in relatively unrelated areas and which are not indicated on the organization chart.

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[1] Gulick, Luther and Urwick, L. *Papers on the Science of Administration.* New York, Institute of Public Administration, 1937. p. 7.

8

A further limitation stems from the assumption that organization charts are a fair indication of actual administrative practice. Some modern day researchers argue against this, and conclude that coordination and cooperation among the members of a group depend more upon the natural relationships of informal organization than on groupings based on the work arrangements of formal Organization.[2] It is recognized also that some charts have been drawn to meet certain unusual requirements and do not, therefore, reflect actual practice. The authors have noted, through their participation in institutional and State surveys, a high comparability between actual administrative performance and the design of college and university line-staff charts. Indeed, officials in most institutions tend to administer the several functions for which they are responsible in line with their organization chart.

An important limitation of a line-staff chart is its implication of a downward flow of authority and responsibility. However, nothing in a line-staff chart actually shows the extent to which commensurate authority has been delegated, or the degree to which communication is a two-way channel. A college with an excellent administrative structure may still miss the objective of enabling individuals and groups to work with maximum effectiveness. An authoritarian and dictatorial administrative staff can use the technical or formal organization to protect vested interests and to engage in academic empire building.

Functions of Organization in Higher Education

Purposeful organization is, at its best, an expression of underlying philosophical assumptions and viewpoints of management. If these expressions are based on a sound philosophy of administration and tested principles of educational management, channels of communication and control can then be delineated clearly and made more efficient. Conversely, the channels of communication, operation, and control are inefficient to the extent that administrative organization is the product of personalities, vested interests, and pressures.

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[2] Carzo, Rocco, Jr. Organizational Realities. *The Executive*, 5: 21–23, June 1961: Baker Library, Harvard University Graduate School of Business Education.

An administrative organization serves the purpose of identifying a staff of duly constituted officials through whom interested persons or groups should operate. As seen on an organization chart, direct (line) responsibilities are customarily indicated by solid lines, while coordinate and advisory (staff relationships) are indicated by broken lines. While the proper function of a staff member is to enhance the immediate effectiveness of the line officer to whom he is responsible, he has no authority except that which is lodged in and delegated to him by his superior. In the hierarchy of a line-staff organization, each administrative officer has personnel designated as responsible to him. These persons represent his span of control.

The chief function of an internal administrative organization is to increase economy and efficiency of operations. It enables faculty, students, and supporting staff to achieve maximum effectiveness. It thus contributes to the realization of the purposes of an institution of higher education, which usually include, with varying degrees of emphasis, teaching, research, and public service. If a college has as its primary goal the production of technically trained scientists and engineers, then the organization should emphasize teaching and research; on the other hand, a hospital school for nurses, having quite a different function, should organize for teaching and community services.

The reader is reminded that although the authors hold to no absolute pattern of internal structure, they do feel that a satisfactory organization must be sufficiently informal to profit from natural social relationships but formal enough to insure controls needed to achieve institutional objectives. Such democratic operation of the administrative process requires the line-staff structure to be a two-way channel for communication, policy development, and administration.

For example, communication at the exploratory and planning phases can move both horizontally and vertically within the organization's line-staff structure. Planning, to be effective, must in its early stages involve personnel informally from different levels of the internal structure; but as it moves into its final stages, the recommendations must be forwarded through the channels of the organization to receive the full counsel and direction of those with responsibility and authority for action.[3]

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[3] Carzo, Rocco, Jr. Organizational Realities. *Business Horizons*, 4: 95–104, Spring—1961 (Indiana University).

Mooney, James D. *Principles of Organization* (rev. ed.). New York, Harper and Bros., 1947. p. 31–46.

Contradictions between the needs of healthy individuals and the demands of formal organization have been set forth by a number of writers.[4] There is an apparent conflict, for example, between the concept of a limited span and the notion that an organization should have as few levels as possible.

In the opinion of the authors, such conclusions are valid for collegiate organizations only if there is failure to modify the number of structural levels in accordance with a concept of span of control which permits a reasonable flexibility in the number of persons in the span. For example, the academic dean can deal effectively with more direct subordinates than can the president of the institution, chiefly because most of his immediate subordinates in the instructional program will be in the general academic field; in contrast, in the president's span there will be markedly different elements, such as promotion, business management, academic affairs, and student services.

But when a final answer is attempted as to the number of immediate subordinates a given administrator can supervise, one must take into account a number of variables. Individual executives, for example, differ in capacities and work habits. Luther Gulick lists three additional factors: (*a*) the element of diversification of function, (*b*) the element of time, and (*c*) the element of space.[5] A dean of engineering housed in one building can deal effectively with more direct subordinates than can a university president with three campuses located miles apart. In turn, a university president in a stable organization can deal with more direct subordinates than he can in a changing or new institution.

From considerations such as these, and from personal experience and observation, the authors suggest that the chief executive of a collegiate institution can best work directly with a group of four persons; and that he should enlarge the number only when necessary and in accordance with the factors mentioned earlier. Indeed, Gulick quotes Sir Ian Hamilton as recommending as few as three for the top span in the British Army and six for those spans closer to the foot of the organization.[6]

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[4] Argyris, Chris. *Personality Fundamentals for Administrators.* (Labor and Management Center), Yale University, 1952. p. 49.

Simon, Herbert A. *Administrative Behavior.* Study of Decision-Making Processes in Administrative Organization. New York, The Macmillan Co., 1957. p. 26.

Maslow, Abraham H. *New Knowledge in Human Values.* New York, Harper and Bros., 1959. p. 123–130.

[5] See footnote 1.

[6] Hamilton, *Sir* Ian. *The Soul and Body of an Army.* London, Arnold, 1921. p. 230.

Historical Evolution of College Structures

The organization of colleges and universities in the Nation has been influenced and molded by a variety of forces. On the one hand are the patterns and traditions of control and organization which came from western Europe. On the other hand, native American conditions have modified and affected these transplanted administrative designs. The interaction of these two elements with each other and with the American concept of democracy in all areas of living has produced a unique pattern of government for higher institutions in this country.

Down through the years from the Middle Ages, a tradition of self-government existed in European colleges and universities. In most universities, the masters organized and governed themselves in a manner similar to the guilds. The first colleges in America took form along a different line. Harvard, for example, started with a Board of Overseers composed largely of clergy, a few magistrates, and the college president. Later, a second group consisting of the president, the treasurer, and five fellows was organized in order to provide a resident group which could be in constant touch with college affairs. Thus, Harvard was the first and leading exponent of a bicameral form of college and university administration.[7]

The College of William and Mary began with a bicameral governmental structure, one body consisting of faculty, and the other of trustees. However, as the charter directed, the board of trustees later surrendered most of its powers and the property of the college to the faculty, thus keeping more closely to the European tradition than the majority of early colleges. In 1906, The College of William and Mary became a State institution with control vested in a Board of Visitors appointed by the Governor of Virginia. In 1960, the Virginia General Assembly changed it to a system (The Colleges of William and Mary) of colleges with an expanded Board of Visitors. Under this system the College retained its name, The College of William and Mary in Virginia.

When Yale came into existence, it set up a unicameral form of organization in preference to the bicameral. Its founders, apparently unimpressed by the European tradition of faculty autonomy, established a single governing board on which they held all the seats, and only years later did they admit the rector (president of the college) to membership in the Yale Corporation. Yale's model of government proved popular in the new Nation. Today, American institutions, with the exception of some of those under church control, are governed by boards of trustees consisting predominantly of business and professional people.

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[7] Brubacher, John S. *and* Rudy, Willis. *Higher Education in Transition.* New York, Harper and Bros., 1958. p. 26–38.

In the early colleges of the Nation, the president was the entire administration; below the board of trustees, as a consequence, no organization for administration was needed. The early president was not only charged with the general oversight of the college, but in addition, he carried a number of specific administrative duties and a heavy teaching load. In the late 19th century and in the 20th century, presidents gradually gave up their teaching duties and, also, began to delegate administrative functions to such lieutenants as registrar, deans, bursar, and librarian. Thus, the American college president gradually became free to concentrate on coordinating functions which he alone should perform. (See the president's list of functions in chapter II.)

More Recent Evolution

The number of institutions of higher education in the United States today now exceeds 2,000. During this century, many of these institutions have grown in enrollment to the point that some now enroll more than 20,000 students. The German idea of a university with its graduate and professional schools has been grafted onto the original concept of the liberal arts college. In addition, many formerly independent faculties in such fields as medicine, pharmacy, law, divinity, and business administration have been added to the university structure. The structure of the institutions, into which many new programs resulting from emerging social demands were incorporated, has grown often without plan into the congeries now apparent on campuses in the United States.

Growth in size and complexity of colleges and universities require their reorganization for more effective administration. As long ago as 1933, Charles H. Judd of the University of Chicago, indicated that much of the reorganization which had then occurred in higher education could not be thought of as taking place under the guidance of clearly recognized or accepted principles; he felt that much of what had been done had apparently been done blindly.[8]

History is occurring faster than it is being written. Almost frightening acceleration in the growth of higher education has occurred in this century. If prognostications are correct, higher education is on the brink of even greater expansion. Whatever magnitude the problems of higher education have reached in the past, they may indeed be dwarfed by those of the immediate future.

For several years higher education leaders have repeatedly reminded us that the 1960's and 1970's will be a crucial period. Realizing that it is important for colleges and universities to reexamine themselves in preparation for this critical period, many of them are making self-studies. Pressures on regional accrediting agencies are high, and State agencies are asking questions regarding organizational efficiency, economy of operation, and internal organization. No matter is of more far-reaching significance than the development of a concept of the institution as an organic whole, and especially a reexamination of its internal organization in relationship to that concept.

During the 20th century the substance of education has steadily expanded, and colleges and universities have grown in manifold ways. From the simple pattern of internal administrative organization of the 19th century has evolved an ever more complex administrative structure. While various segments of this internal structure (business management, student services, etc.) have begun to crystallize their content, and to some extent, their methods of administration, approaches concerned with the whole of administration in higher education have been limited. However, a number of writers have been concerned with this broader approach to the problems of administrative organization.[9] There is an increasingly compelling necessity for a better understanding of the intricacies of administrative structure and design by those who govern, administer, teach, and study. The identification and use of the best known arrangements and techniques of organization are urgently needed.

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[8] Judd, Charles H. *Problems of Education in the United States.* New York, McGraw-Hill Book Co., 1933. p. 65.

[9] Corson, John J. *Governance of Colleges and Universities.* New York, McGraw-Hill Co., 1960. p. 118–142.

McVey, Frank L., *and* Hughes, Raymond M. *Problems of College and University Administration.* Ames, Iowa, The Iowa State College Press, 1952. p. 34–37.

Capen, Samuel P. *The Management of Universities.* Buffalo, N.Y., Foster and Stewart Publishing Corp., 1953. p. 1–21.

A Suggested Organizational Structure

This report invites comparison of actual administrative organizations with that of a suggested administrative pattern. Variations which could be noted and classified in relationship to types of institutions provide both substance for discussion and cues for improvement of college administration.

It should be noted at the outset that an idealized administrative structure does not imply that no other structure is workable. An institution's purposes, size, and complexity are major factors determining the structure of the organization. In addition, however, structure is modified at times by such forces as the legal designation of gifts, the requirements of sponsoring groups such as religious orders, and even more particularly, by the traditions of organized patterns in similar institutions. Sometimes administrative structure is modified in an attempt to make a college into a university or vice versa. It is stressed, therefore, that variations and departures from the proposed pattern will be many, varied, and justified. In that sense, the plan presented is not an ideal but a model for discussion and analysis.

Organizational structure should be designed to enable the institution to fulfill most effectively its current purposes and to contribute most to the smooth operation of the enterprise. Realization of objectives and effective operation can be satisfactorily accomplished only by adherence to those principles that determine the nature of sound college and university organization.

The concern in chapter III is to determine what are the typical designs of internal organization in various types of higher institutions, and to identify similarities to and differences from a model pattern of organization. In order to stimulate sound judgments of this kind, an idealized structure is reproduced and described in this chapter.

The authors are in agreement with management experts who believe that on occasion the span of executive control may include as many as seven to nine subordinates. However, on the basis of (*a*) recommendations reported in several State surveys, (*b*) a number of judgments expressed in educational literature, and (*c*) a background of personal experience in administration, it seems best to establish as a base line a hypothetical model of an organization structure (chart A) which identifies four major categories of administrative activity: (1) academic administration; (2) student services; (3) business management, including fiscal management; and (4) development and public relations. Those in each administrator's span of control constitute his advisory committee. Smaller institutions often observe this structure through assignment of personnel on a part-time basis.

In the suggested "model" each of these four major areas of general administration is under the jurisdiction of a separate official who serves both as the chief administrator of his own area, and also acts as principal adviser for the area to the president, to whom he is directly responsible. Ideally, all administrative matters channel through these four officers; as a result, the president should seldom be called upon to review decisions by subordinate officers other than these four. Keeping the number of officers reporting directly to the president (his span of control) to a minimum, however, does not alter the necessity for him to maintain a sufficiently wide personal contact with the total faculty and staff to retain a broad understanding of the institution. The heart of this administrative design is the president's office.

Support for the Model Administrative Design

In a recent State survey Ernest V. Hollis gives special emphasis to a clear definition of authority and the need for some equitable formula for the assignment of administrative responsibilities. In this report Hollis recommends that an institution of higher education should—

> . . . divide the administrative responsibilities into four groups—educational, fiscal, student affairs, and public relations—and should place each group under the jurisdiction of an officer directly responsible to the president [as] an essential step for effective and economical administration on the campus.[10]

John J. Corson in a recent report suggests that the administrative staff of an institution of higher education "usually includes an academic dean or provost and officers for the areas of student affairs, alumni and public relations, finance and physical plant, as well as deans of major instructional and research units and chairmen of departments." [11]

S. V. Martorana, as director of the U.S. Office of Education staff which in 1960 surveyed the 16 public and private institutions of

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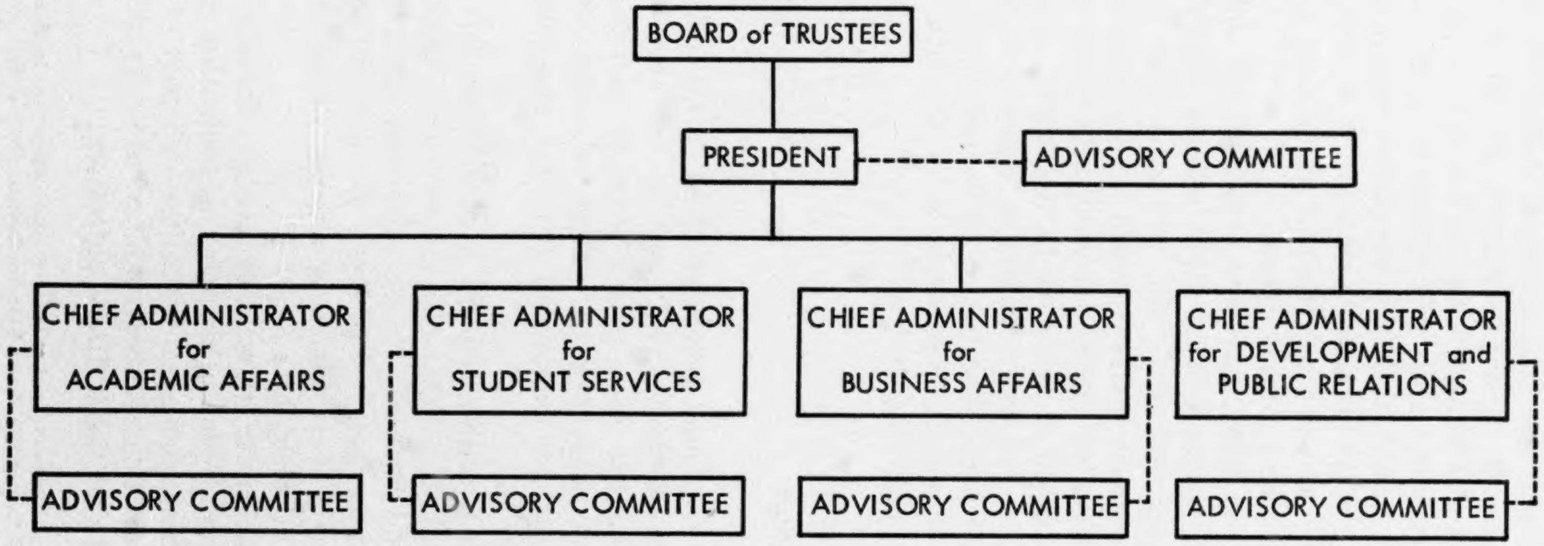
[10] Hollis, Ernest V. (Survey Director), *and others. State-Controlled Higher Education in Arizona.* Report of a U.S. Office of Education Survey. Phoenix, Ariz., 1954. p. 4. (Board of Regents of the University and State Colleges of Arizona.)

[11] Corson, John J. *Governance of Colleges and Universities.* New York, McGraw-Hill Book Co., 1960. p. 43.

BASIS FOR A LINE-STAFF CHART *


BOARD of TRUSTEES
PRESIDENT
ADVISORY COMMITTEE
CHIEF ADMINISTRATOR for ACADEMIC AFFAIRS
CHIEF ADMINISTRATOR for STUDENT SERVICES
CHIEF ADMINISTRATOR for BUSINESS AFFAIRS
CHIEF ADMINISTRATOR for DEVELOPMENT and PUBLIC RELATIONS
ADVISORY COMMITTEE
ADVISORY COMMITTEE
ADVISORY COMMITTEE
ADVISORY COMMITTEE

* A line-staff chart, when fully developed, displays in detail the line-staff relationship within each of the major categories of general administration. Direct responsibilities are indicated by solid lines and coordinate relationships by broken lines. A line-staff chart serves its proper purpose when it shows direct (vertical) and coordinate (horizontal) relationships among the organization's personnel, and when its clarity and usefulness are not marred by its parade of functions to be performed by the personnel.

higher education in South Dakota, recommends that the organization for administration of higher education should include the four areas of "academic affairs and instruction, student personnel services, business affairs, and institutional development."[12] Martorana further indicates that the suggested organization in terms of four areas can permit the coordination of comparable functions and services and the selection of competent staff and leadership for each of these major areas.

In a recent article on administrative organization, John Dale Russell suggests that no more than eight officers should report directly to the president and preferably not more than four. He reports that in some reorganizations which he has observed four administrative areas have emerged—academic affairs, student personnel services, business and financial management, and public relations. He says, "The current tendency is to group all administrative functions under these four major areas and to put each in charge of a high-level officer, frequently with the title of vice president and always with that status."[13]

Academic Administration

Basic functions in academic administration in all institutions, regardless of the size of their enrollment or the complexity of their programs, include the three major areas of curriculum, instruction, and faculty personnel. All three of these areas are closely interrelated and are separated only for the purpose of discussion and definition.

Curriculum.—In its broadest definition, curriculum refers to all organized instructional programs—classes, seminars, laboratories, independent study, and research. Such programs are considered regardless of length and regardless of level. In addition, programs offered on either a basis of extension or correspondence are part of a consideration of curriculum.

Curriculum organization in its most elementary form includes a number of departments. Beyond this point, organization may provide for divisions, schools, colleges, institutes—all part of one institution. Organization of curriculum and level of programs should be integrally related to an institution's objectives.

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[12] Martorana, S. V. (Survey Director), *and others. Higher Education in South Dakota,* Volume I, published by the South Dakota Legislative Research Council, 1960. p. 39.

[13] Russell, John Dale. Changing Patterns of Administrative Organization in Higher Education. *The Annals of the American Academy of Political and Social Science,* 301:26, September 1955.

Instruction.—Within the reference of this study, instruction refers not ony to the processes of teaching but to all the conditions which support and enhance the process. Library facilities, laboratories, audiovisual materials, for example, are among the items under consideration. In addition, instruction includes provision for student testing and grading—the whole area of student evaluation and provision for individual differences—both in terms of ability and previous preparation.

Faculty personnel.—Matters of faculty personnel include policies and procedures relating to the identification and appointment of new personnel, promotion in rank and salary determination, faculty tenure, teaching loads, faculty travel, leaves of absence, insurance programs, and retirement.

Of importance also in academic administration is the formal organization of the faculty, its committee structure, and the extent to which the faculty, as an organized group, has been authorized to take action—and actually does take action—in the area of academic administration. Faculty action which becomes a part, in either policy development or implementation, of administration of curriculum, instruction, or faculty personnel is, of course, of vital concern to the institution as a whole.

Student Services Administration

Admissions and records are, as a matter of convenience in this discussion, included as a segment of student services administration. Some students in administration feel that both admissions and records hold greater relevance to the area of academic administration and should more appropriately be included in that administrative segment. Wherever they are placed, preferably under the academic or student services area rather than as a direct responsibility under the president, adequate provision for careful coordination is essential.

In addition, student services administration includes the provision for students for counseling and guidance; extracurricular activities—clubs, intramural sports, student publications, religious activities, student government, financial aids, health services; housing and boarding; and placement, both full-time and part-time.

Administration of Business Affairs

This area includes financial reporting; budget preparation and control; receipt, administration, and custody of all funds; purchasing; internal auditing; contracts; payrolls; the investment of funds; the business management of auxiliary enterprises; the construction, maintenance, and operation of physical facilities; and the administration of nonacademic personnel.

The following titles which are fairly definitive are illustrative of some of the major areas of responsibility which are encompassed in the administration of business affairs: (1) Superintendent of Buildings and Grounds, (2) Chief Accountant, (3) Manager of the Bookstore, (4) Director of Food Services, (5) Purchasing Agent, and (6) Manager of Residence Halls. Functions implied by these titles may be performed by the business officer himself or they may be, under certain circumstances, delegated to a subordinate officer.

Administration of Development and Public Relations

Industrial and business firms, as, for example, the International Business Machine Corporation or the American Telephone and Telegraph Company, have recognized for years the economic value of long-range planning, development, and public relations. They have discovered the large returns on money invested in "top-drawer" management and streamlined organization in this area.

Since the relationships of a college or university with its public are becoming increasingly sensitive, many presidents encounter greater problems in delegating responsibility in this area than in the areas of business affairs, academic administration, and student services. They find it more difficult in this area than in the other three to define properly the lines of authority and communication, the precise scope of responsibility, and the designation of title for this official.

Since the primary responsibility for nurturing an institution's "growing edge" rests with the president, the political and social implications for the administration of the area of institutional development give it a high priority among his duties. This area of administration has so many ramifications and such complexities that it requires the careful attention of either the president himself or an alter ego. Indeed, in a small college, development and public relations must remain a staff function of the president's office instead of a line function of administration.

The administrator in this area, usually with such a title as vice president (or director) of public relations and development, should serve as a major adviser to the president on all matters concerning the external relations of the institution. Specifically, administration of the following should be coordinated: development, fund raising, public affairs, community services, publicity, information services, press relations, alumni activities, institutional publications, mailing services, radio and television activities, staff relations with the public, student off-campus programs, student recruitment, and relations with the State legislature. Presidents who have a continuing concern with institutional development will have some difficulty in delegating all aspects of this area.

Delegation

No discussion of a suggested ideal structure is complete without some consideration of the concept of delegation which is, of necessity, an inherent part of structure. While ultimate authority for a college or university lies with a board of trustees, actual operating responsibility with commensurate authority is usually delegated by the board to the president. While this should enable him to coordinate effectively and give direction to institutional activities, it does not imply that he will personally perform all the functions in all of the phases of the institution's administration.

The president must delegate responsibility with adequate authority for certain selected functions to those individuals in his span of control; these persons must, in turn, delegate selected responsibilities with commensurate authority, whenever necessary, to their subordinates, and so on down the line. Delegation, of course, must be related to the administrative level of the position and to the personality and competence of the officer placed in it. The delegation of responsibility diminishes in no manner or degree that of the board or the official granting it.

Importance of Qualified Staff

It is beyond the purview of this bulletin to make recommendations concerning the selection of personnel for a proposed organization. Informed, cooperative, dedicated, and resourceful administrators are more important than streamlined organization and procedures if successful administrative leadership is to be assured. Nothing is more vital to the good progress of a college or university than the most careful selection of qualified officials for its principal administrative posts. Reorganization in many institutions would, of course, pay larger dividends if needed additional money were invested in top management. The dollar cost of staffing an effective organization is insignificant compared with the sums which these administrators control; the educational and economic consequences of "saving money" by employing less than excellent administrative officers can indeed be serious.

CHAPTER II

Functions and Responsibilities of Chief Administrative Officers

ANALYSIS of job descriptions, or lists of duties, of chief administrative officers is not a formal part of this study. It is, nevertheless, felt that a description of the activities of these officers at this point will further establish what the authors have in mind when they refer to the four administrative areas of academic affairs, student services, business affairs, and institutional development. Job specifications highlight the primary focus of consideration in the administration of any enterprise that must pay close attention to the people in the jobs and to the clear-cut definition of the duties to be performed in these positions.

The written word, like the line-staff charts, is at best a medium for communicating a blueprint for action, especially in those institutions where hierarchies provide a favorable environment for the development of conflict, rivalry, and tension. Despite these limitations, experience shows that a written description of an officer's responsibilities serves as a useful tool in allocating workload and in defining his particular functions in relation to his cohorts.

On the basis of their own experience and views expressed in the educational literature, those associated with this report have attempted to bring into sharper focus the kinds of responsibilities and functions which might be appropriately assigned to the office of the president and to the chief administrator of each of these four major areas. In the summaries which follow, the authors have first listed the functions and responsibilities of the president. The elements of commonality for each of the four major areas in the president's span of control are next delineated. Finally, the functions and responsibilities peculiar to each area are presented.[1]

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[1] The delineation and interrelations which follow are largely adapted from an unpublished typescript by Ernest V. Hollis, *Organization for Administering Higher Education in Puerto Rico*, 1959.

Boards of trustees and college administrators may, therefore, find the following summary useful as basic, illustrative statements which can strengthen and protect working conditions for administrators and their subordinates.

The President

In accordance with the requirements of the charter and bylaws of the trustees of most colleges and universities, the president has authority from and is responsible to the board of trustees for:

1. The operation and development of the institution as a whole and for each of its parts
2. Service as the chief administrative officer and the principal educational officer of the institution
3. Maintaining and promoting a broad view of the objectives and the mission of the institution
4. Planning, developing, and administering all institutional activity
5. Developing and maintaining a program of instruction, research, and service suited to the needs of the institution's sponsors and of all the students admitted
6. Recruiting and maintaining a high-quality instructional, research, and administrative staff
7. Recruiting, admitting, and supervising a qualified student body
8. Developing plans to finance the required capital and current budgets of the institution
9. Developing and maintaining modern procedures in plant maintenance, purchasing, budgeting, accounting, auditing, and financial reporting
10. Developing a sound, streamlined, administrative structure for the institution, to the end that all employees will be properly assigned and supervised
11. Developing communication channels between and among all staff and student groups in the institution
12. Disseminating information regularly about the institution to other agencies related to the constituency, to cultural, civic, and business organizations, to the alumni, and to the general public.

Officers in Charge of Major Operating Categories (Common Items)

To save repetition, fundamental items common to the academic dean, the director of student services, the business manager, and the director of public relations and development will be listed for them as a group. These items should precede the numbered items of individual lists of responsibilities and functions and should be considered as integral parts of each of them.

Among fundamental responsibilities common to each of these four officers are:

1. Serves as an alter ego of the president; hence, his office is an extension of the president's office.
2. Has from the president, in writing, a broad and specific delegation of authority for his area of responsibility, which is exercised in conformity with the stated policies and procedures of the college administration.
3. Respects the authority and areas of responsibility assigned by the president to the others, and works with the others as equals in maintaining coordinate relationships between and among the various units, divisions, and departments as they cooperate in performing related functions.
4. Keeps in mind the cardinal objectives of the institution and makes recommendations to the president regarding plans, policies, and procedures in the area of his delegated responsibility.
5. Equips and staffs his unit, subject to concurrence of the president and approval by the board of trustees, to discharge the responsibilities assigned.
6. Integrates and coordinates the work of the administrative subdivisions within his area of jurisdiction, and articulates the work of his area with that of the other three areas of college activity.
7. Provides professional leadership in recruiting and developing staff members in the area of his delegated responsibility.
8. Serves as the major adviser on budget development for his area.
9. Prepares special reports that may be requested by the president and for the section of annual and other recurring reports in his delegated area of authority.

Specific Duties of Major Officers

Academic Dean

In addition to the foregoing nine items listed as belonging in the functions and responsibilities of each major officer in the president's span of control, the following specifications are peculiar to the office of the academic dean:

10. Through established channels, he encourages the faculties in constituent divisions of the college to develop and offer instructional, research, and service programs of excellence in needed undergraduate, graduate, and professional fields.
11. In cooperation with others, he formulates criteria for use in establishing honors courses, and stimulates their use by constituent units of the academic areas.
12. He provides remedial measures to remove deficiencies identified in the basic skills of students.
13. In cooperation with the directors and faculties of the academic divisions, he sets standards for passing courses, for graduation, and for special honors.
14. Through the librarian, and in cooperation with pertinent members of his own staff and institutional officers, he is responsible for the adequate provision and use of instructional materials, including library and certain types of laboratory equipment, museum and art resources, and visual and auditory aids.
15. In cooperation with the director of student services, he works with the constituent academic divisions to appraise the effectiveness of academic counseling and to devise organization and procedures to improve its effectiveness.
16. He works to appraise and improve the academic achievement of students as measured by tests which permit comparison with national norms.
17. He coordinates the preparation of, and approves, all material on academic acitivities which is to appear in the catalog or other official college publications.
18. Through the director of the evening and summer programs, he coordinates the academic affairs of evening and summer offerings.
19. He is responsible for the administration and safety of student academic records.
20. In cooperation with others, he develops appropriate position descriptions for those under his supervision.
21. He develops a sound academic administration for which he is responsible.

The Director of Student Services

In addition to the nine items listed earlier as belonging in the functions and responsibilities of each officer in the president's span of control, the following are peculiar to the office of the director of student services:

10. He is responsible for the creation and maintenance of a cultural, social, and spiritual environment calculated to encourage the well-rounded development of the individual student.

11. He is responsible to the president for developing policies, procedures, and programs for providing such financial and academic assistance as will enable students to reach their educational goals.

12. In cooperation with others, and with the approval of the president, he arranges for a continuing flow to the campus of lectures and discussions by leaders in spiritual, moral, cultural, professional, business, and labor fields, and for stimulating programs in music, drama, dance, and other esthetic arts.

13. Working with other appropriate officials, and together with student leaders, he develops policies and procedures for the encouragement of students to initiate and maintain a defined student government, other student organizations, and student publications which students conduct with a minimum of counsel and control by officials of the institution.

14. He devises a system for the administration of student discipline (with requisite standards governing conduct), including the management of students living in college-controlled or related facilities.

15. In cooperation with the business manager and other college officials as indicated by the circumstances, he determines the duties of all personnel who direct or supervise students in extracurricular capacities, such as managers and assistants of housing units, feeding establishments, and those who manage health and recreational facilities.

16. With the help of his own staff and in cooperation with the academic dean and his staff, he develops criteria and procedures governing the recruitment, admissions,[2] registration, counseling, testing, and placement of students.

17. He studies the causes of student attrition and proposes remedial measures for the consideration of the administrative committee.

18. He coordinates the preparation of, and approves all material on student services which is to appear in the college catalog or other official college publications.

19. In cooperation with others, he develops appropriate position descriptions for those under his supervision.

20. He develops a sound student services administration for which he is responsible.

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[2] Since administration of admissions and records touches both the academic and student services areas, opinion differs on the assignment of the officers responsible for these services. However the assignment is made, it is imperative that the coordinate relationship between the academic and student services areas be clearly designated. Provision must also be made, regardless of the choice of assignment, for full, continuing participation by both the chief academic officer and the major officer for student services in the development of governing policy.

The Business Manager

In addition to the nine items listed earlier as common to the work of the four individuals in the president's span of control, the list of functions and responsibilities of the business manager should include the following authorities and working relationships:

10. He is responsible to the president for the administration of all the business affairs of the institution and is clearly delegated commensurate authority.
11. He and his staff formulate business policies, develop operating procedures, establish accounting and reporting methods, and coordinate day-to-day business operations.
12. He is responsible for the collation, consolidation, and preparation of the final draft of the budget for submission through the president to the board of trustees.
13. When the board of trustees has acted and an operating budget has been prepared and approved by the administrative committee, he directs the budgetary controls for the institution.
14. He is responsible for the recruitment and development of nonacademic staff.
15. In cooperation with the director of student services, he formulates policies and procedures governing financial relations with students and with the operation of auxiliary enterprises, such as dormitories, cafeterias, bookstores, recreational facilities, and similar enterprises related to student life.
16. He manages the business phases of such auxiliary enterprises and supervises their financial aspects, including student loans, scholarships, credit, the auditing of student organization accounts, food service, housing, and bookstore.
17. He formulates policies and procedures, and provides for the collection, custody, investment, disbursement, accounting, and auditing of all monies of the college; handles negotiations for loans and other financing; and maintains a system of financial and related statistical reporting.
18. In addition to his responsibility for physical plant operation and maintenance, he formulates policies and procedures for the development and management of the physical plant, including custodial care, sanitation, and fire and police protection.
19. He conducts the business phases of physical plant planning and the supervision of construction.
20. He develops policies and procedures and engages in a plan for the procurement of goods and nonpersonal services, including preauditing of acquisitions or rentals, and provision for warehousing, distribution, control, and disposition.

21. He coordinates service operations, such as printing, duplicating, mail and messenger service, binding, and machine computing and tabulating.
22. He has an annual report of the financial status of the institution prepared.
23. In cooperation with others he develops an appropriate position description for each of his subordinates.
24. He develops a sound business administration capable of performing in an effective and satisfactory manner to discharge these responsibilities which have been assigned to him by the president.

Director of Development and Public Relations

In addition to the nine items listed earlier as common to the work of the four individuals in the president's span of control, the list of functions and responsibilities for the director of public relations and development indicate the following authorities and working relationships:

10. He is responsible to the president for directing an integrated program for defining, popularizing, and securing acceptance of the major goals and objectives of the institution and for relating them to the institution's various policies.
11. He is responsible for keeping before the college or university officials, professional and cultural organizations, and the general public, a list of the more specific current and long-range educational, physical, and financial objectives and programs approved by the board of trustees, together with the development of means and techniques for achieving them.
12. He is responsible for developing and putting into effect policies and procedures for maintaining information and news services of excellence and for providing a supervisory arrangement for the release of information through the mass media.
13. He formulates policies governing the content, form, scope, and distribution of all college or university publications of a promotional character, and, in cooperation with other major officials, supervises the production of the annual catalog, student publications, and similar publications.
14. He is responsible for developing means and techniques for the promotion of a strong bond of loyalty and friendship between the institution and its alumni, parents of students, the school's sponsor, and similar special-interest groups.
15. In close cooperation with others in the president's span of control, he develops and executes policy for the guidance of campus and physical-facilities planning and provides for its supervision.

16. In close cooperation with the president, he is responsible for presenting the needs of the institution to philanthropic organizations and individuals, to industrial and commercial corporations, to the sponsors of the institution, and to other prospective donors for the current and capital costs of operating the institution.
17. Under the direct supervision of the president, and in close cooperation with the business manager, he assists in the interpretation of the current financial program of the institution to the board of trustees, sponsoring groups, and other pertinent individuals and officials.
18. As directed by the president, he promotes the interest of the institution before agencies with resources for financing desirable programs, such as those in the Federal Government and in business and industry.
19. He is charged with the development, in cooperation with others, of appropriate job sheets for those under his supervision.
20. He develops a sound administration for publicity, planning, and development, for which he is responsible.

CHAPTER III

Survey and Analysis of Current Organizational Structure

AS THE BASIC SOURCE of data for this study, the line-staff charts from 608 junior colleges, colleges, and universities were analyzed. In table 1 the number and percentage of institutions included in this study are shown by level of offering and by type of control. Overall inclusion is 30.9 percent of the total of 1,970 institutions listed in 1959–60 for the four major levels of offering. The extent of coverage ranges from 14.1 percent of the private junior colleges to 48.9 percent of the public doctor degree-granting universities.

Process of the Analysis

A first step in the analysis of internal structure was a simple computation of the actual number of persons shown on the organization chart as assigned to the span of control of the chief administrator. The results of the analysis are reported and discussed for each of the four types of higher institutions: 2-year colleges, bachelor degree-granting colleges, master degree-granting institutions, and doctor degree-granting institutions. For each type of institution, data are presented in terms of type of control and size of enrollment.

As a second step, all of the line-staff charts were inspected carefully to determine structural provisions, specifically within the span of control of the chief administrator, for: (1) academic administration, (2) student services administration, (3) business management, and (4) the administration of the area of institutional development. These four administrative areas, identified and discussed in the preceding chapters, provide a framework for the analysis of organizational structure. The analysis in this part of the study is focused on the identification of: (1) differences and

Table 1.—Number and percent of institutions included in study, by type of control and level of offering (1959–60)

Type of control, by level of offering	Number of institutions [1]	Number of institutions submitting organization charts	Percent of coverage
JUNIOR COLLEGES:			
Public	330	93	28.2
Private	255	36	14.1
4-YEAR COLLEGES:			
Public	101	35	34.7
Private	617	212	34.0
MASTER DEGREE-GRANTING INSTITUTIONS:			
Public	170	72	34.4
Private	292	76	26.0
DOCTOR DEGREE-GRANTING INSTITUTIONS:			
Public	90	44	48.9
Private	115	40	34.8
TOTAL:			
Public	691	244	35.3
Private	1,279	364	28.5
Grand total	1,970	608	30.9

[1] SOURCE: Wilkins, Theresa Birch. *Education Directory, 1959–1960. Part 3: Higher Education.* Washington: U.S. Government Printing Office, 1960.

similarities between public and private institutions within each level of offering; (2) relationships between organizational patterns and enrollment size in each level of offering; and, finally, (3) differences and similarities among the organizational patterns found in each of the four levels of offering.

Finally, because of specific questions from several sources, a special analysis was made of the place of assignment of three administrative officers: registrar, director of admissions, and librarian. Here, too, the analysis was made in terms of level of offering, type of control, and size of enrollment.

Since the 608 participating institutions do not represent a systematic sampling of the total number of higher institutions, it should be pointed out to the reader that generalizations should not be made for all of the institutions of higher education. The data are, therefore, descriptive of the organization charts in the participating junior colleges, colleges, and universities.

Analysis of Numbers in the Span of Control of the Chief Administrator

2-Year Colleges

Contrary to the practice of most institutions of higher education which almost universally designate the chief administrator as president, the 2-year colleges (junior colleges, community colleges, technical institutes) vary widely in the designation used. Other than the title of president, they quite often employ such titles as dean and director. In all uses, however, the person so designated has the general administrative duties of a college president.

The number of officers in the span of control of the chief administrator of the 129 participating 2-year colleges ranges from a low of 2 to a high of 18 with a mean of 6 (table 2). Public junior colleges exhibit a greater range in this regard than do the private ones; the larger public junior colleges, however, report an appreciably smaller range in the president's span in those institutions which exceed 2,500 than in those below this enrollment figure. The larger public junior colleges also show a slightly lower mean for the span of control of the chief administrator than do the smaller public junior colleges. While it may be concluded that the size of the span of control is smaller in the larger public junior colleges (those with more than 2,500 students) such a conclusion cannot, of course, be drawn for the private junior colleges in view of the fact that none of those participating had enrollments in excess of this figure.

Table 2.—Number of persons in the span of control of the chief administrators in 2-year colleges, by type of control and level of enrollment

[129 participating institutions—1959–60]

Enrollment level, by type of control	Number of persons in span of control			Number of reporting institutions
	Minimum	Maximum	Mean	
PUBLIC:				
1–500	2	15	6	28
501–1,000	2	8	6	15
1,001–2,500	2	18	7	27
2,501–5,000	2	9	4	15
5,001–10,000	3	6	5	6
10,001–20,000	3	6	5	2
Over 20,000				0
All public enrollment levels	2	18	6	93
PRIVATE:				
1–500	2	10	6	31
501–1,000	5	7	6	2
1,001–2,500	5	10	7	3
2,501–5,000				0
5,001–10,000				0
10,001–20,000				0
Over 20,000				0
All private enrollment levels	2	10	6	36
All enrollment levels	2	18	6	129

4-Year Colleges

The line-staff charts of the 247 participating 4-year colleges show that the number of officers in the president's span of control ranges from 2 to 28, with a mean of 6 (table 3). The range in the public institutions is from 2 to 28 with a mean of 7, while the number in the president's span of control in the private colleges ranges from 2 to 15, with a mean of 6. In both the public and private 4-year colleges, there is limited evidence that the mean size of the president's span of control is larger in the larger institutions.

Table 3.—Number of persons in the span of control of the chief administrators in institutions offering the bachelor's and/or first professional degrees, by type of control and level of enrollment.

[247 participating institutions—1959–60]

Enrollment level, by type of control	Number of persons in span of control			Number of reporting institutions
	Minimum	Maximum	Mean	
PUBLIC:				
1–500	4	10	6	4
501–1,000	3	9	5	10
1,001–2,500	2	14	6	16
2,501–5,000	4	28	12	5
5,001–10,000	......	......	......	0
10,001–20,000	......	......	......	0
Over 20,000	......	......	......	0
All public enrollment levels	2	28	7	35
PRIVATE:				
1–500	2	12	5	85
501–1,000	2	14	6	77
1,001–2,500	3	15	7	44
2,501–5,000	6	9	8	4
5,001–10,000	5	6	6	2
10,001–20,000	......	......	......	0
Over 20,000	......	......	......	0
All private enrollment levels	2	15	6	212
All enrollment levels	2	28	6	247

Master Degree-Granting Institutions

The number in the president's span of control in all 148 participating universities granting the master's degree ranges from 2 to 24, with a mean of 7 (table 4). The span of control in the public institutions in this group ranges from 3 to 24 and in the private institutions from 2 to 19, both with a mean of 7. There is no apparent relationship between the size of the president's span of control and the size of enrollment in either the public or private institutions.

Doctor Degree-Granting Institutions

The organization charts of the 84 participating universities offering the doctor's degree show that the span of control of the president ranges from 3 to 40 with a mean of 10 (table 5). The 44 public institutions report a range of from 3 to 34 with a mean of 12; the 40 private universities, on the other hand, report a greater range, from 3 to 40, but a lower mean of 9. In the public universities the mean number in the president's span of control appears somewhat larger in those institutions with the larger enrollments. The private universities, however, show only modest support for this relationship.

Summary

The mean size of the span of control of the president's office in the 2-year and 4-year colleges is 6, while in the master degree-granting and doctor degree-granting institutions the mean size is 7 and 10, respectively. The data also point to an appreciably wider range in the size of the span in the doctor degree-granting group than in the other three groups. The more complex institutions apparently provide in their organization charts for a larger mean span of control for the office of the chief administrator than do the 2-year and 4-year colleges.

When all of the participating institutions are classified on the basis of control without regard to level of offering, it becomes apparent that the mean size of the president's span of control is slightly larger in the public institutions than in the private ones—7 contrasted with 6. At the same time, the range in size in the span of control is larger among the private institutions than it is among the public.

In both public and private institutions when level of offering is not considered, the mean size of the span of control of the chief administrator has an apparent relationship to enrollment of the institutions; that is, generally, the larger the student enrollment the larger the mean size of the president's span of control.

Table 4.—Number of persons in the span of control of the chief administrators in institutions offering the master's and/or second professional degrees, by type of control and level of enrollment.

[148 participating institutions—1959–60]

Enrollment level, by type of control	Number of persons in span of control			Number of reporting institutions
	Minimum	Maximum	Mean	
PUBLIC:				
1–500	...	...	...	0
501–1,000	4	10	7	4
1,001–2,500	4	14	7	24
2,501–5,000	3	19	7	30
5,001–10,000	3	24	9	8
10,001–20,000	5	10	7	5
Over 20,000	13	13	13	1
All public enrollment levels	3	24	7	72
PRIVATE:				
1–500	3	16	6	16
501–1,000	2	13	8	12
1,001–2,500	3	19	7	33
2,501–5,000	2	17	6	6
5,001–10,000	4	15	7	8
10,001–20,000	5	5	5	1
Over 20,000	...	...	...	0
All private enrollment levels	2	19	7	76
All enrollment levels	2	24	7	148

Table 5.—Number of persons in the span of control of the chief administrators in doctor degree-granting universities, by type of control and level of enrollment

[84 participating institutions—1959–60]

Enrollment level, by type of control	Number of persons in span of control			Number of reporting institutions
	Minimum	Maximum	Mean	
PUBLIC:				
1–500	...	...	...	0
501–1,000	...	...	...	0
1,001–2,500	3	8	6	2
2,501–5,000	4	17	11	10
5,001–10,000	4	34	12	22
10,001–20,000	3	29	13	6
Over 20,000	4	23	12	4
All public enrollment levels	3	34	12	44
PRIVATE:				
1–500	6	14	10	2
501–1,000	3	3	3	1
1,001–2,500	3	22	8	6
2,501–5,000	3	10	6	4
5,001–10,000	3	40	10	15
10,001–20,000	5	22	10	10
Over 20,000	6	7	7	2
All private enrollment levels	3	40	9	40
All enrollment levels	3	40	10	84

Provisions for Staffing the Four Major Areas of Administration in 2-Year Colleges

An analysis of the provisions for staffing, by type of control and by enrollment, for academic administration, student services, business management, and institutional development in 2-year colleges follows:[1]

Academic Administration: Public

Some provision for academic administration is apparent in all of the line-staff charts of the participating public 2-year colleges. In the 93 participating junior colleges, 56 (60 percent) of the line-staff charts indicate a provision for a separate officer for academic administration responsible to the chief administrator. In 23 junior colleges, the chief administrator himself assumes the academic functions, and, in 4 of these instances, the chief administrator assumes responsibility not only for the academic functions but for those for student services as well. In 13 junior colleges, there is a joint assignment for academic administration and student services, and, in 1 other instance, academic administration is combined with the administration of student services and business management.

Provision for academic administration as indicated in the line-staff charts of the public 2-year colleges has only a limited relationship to the enrollment of the institution. In the eight institutions with enrollments in excess of 5,000, responsibility for academic administration is, in every instance, delegated by the chief administrative officer. While some chief administrators are found to be assuming the responsibility themselves for academic administration in each of the enrollment intervals of fewer than 5,000, in only four instances, and those in institutions of fewer than 1,000, are there any chief administrators who assume a direct responsibility themselves for both academic and student services administration. The line-staff charts submitted indicate that the larger the institution the more likely the delegation of the administration of the academic area.

In all of the public junior colleges of fewer than 5,000, about the same proportion (47 to 63 percent) in each of the enrollment categories makes provision for a separate academic administrator. Twelve of these 85 participating public junior colleges (14 percent) of fewer than 5,000 assign the same officer for both the academic and student services areas.

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[1] Tables I and II in the appendix indicate provisions for administration of the areas of academic affairs, student services, business management, and institutional development for public and private 2-year colleges.

Academic Administration: Private

Among the 36 private 2-year colleges which submitted organization charts for this study, approximately two out of three indicate that a separate officer is assigned the responsibility for academic administration. In only two instances, and both in colleges with an enrollment of fewer than 500, does the president retain direct administration of academic affairs. In 10 of the private junior colleges, responsibility for the administration of both the academic and student services areas is assigned to one individual. Responsibility for academic administration is reported as divided between two persons in only one private junior college.

Since the enrollment range among this group of institutions is relatively restricted, no relationship between the size of enrollment and the provision for academic administration can be indicated. It is of interest, and possible significance, that delegation of academic administration is provided in all the participating private junior colleges with enrollments in excess of 500.

Student Services Administration: Public

About half of the participating public 2-year colleges in all of the enrollment categories have a separate officer designated in the student services area. In ony five instances—all relatively small junior colleges—are the chief administrators directly active in the administration of student services; in each of these institutions he also directs the academic area. Eighteen of the public junior colleges combine the administration of student services with other major functions. Of these, 13 provide for joint administration of student services and academic affairs; it is also of interest that three additional public junior colleges combine the administration of student services with that of the business area.

There are 24 public junior colleges which have a multiple provision for the administration of student services. In each of these instances, two, three, or four different officers in the student services area report directly to the chief administrator. Coordination for student services, insofar as is apparent in the line-staff charts, must remain with the chief administrator.

There is an apparent relationship between the involvement of the chief administrator in student services, either through direct performance or as a coordinator, and the size of the enrollment of the institution. This level of involvement is reported in almost half of the participating public junior colleges of less than 500 enrollment; in the institutions of more than 500 students, however, only one-third show the involvement of the chief administrator.

Student Services Administration: Private

Of the 36 participating private 2-year colleges, about two out of five provide for a separate administrator in the student services area. Slightly more than one in four makes a joint appointment in student services with the academic area; an equal proportion provides for multiple assignments in student services. Surprisingly, in view of a junior college philosophy which often stresses the counseling and guidance functions of this type of college, two of these 36 institutions make no apparent provision in their line-staff charts in the president's span of control for the administration of student services.

The data show no relationship between the extent to which provision is made for separate administration in student services in the private 2-year colleges and enrollment size.

Business Management: Public

Almost half (46 percent) of the 93 public junior college participants indicate a separate business officer in the span of control of the chief administrator. One in four institutions reports two or more officers, all functioning in the business area and all reporting directly to the chief administrator. About one in eight indicates on the line-staff chart that all business functions are provided by the superintendent's office. Finally, one in eight shows no provision for business management; one might, however, suspect that, in this group of institutions also, business functions are provided by the superintendent's office—and thus outside the span of control of the chief administrator. There is no evidence in any of the 93 participating public junior colleges that any one of the chief administrators directly performs the business functions.

There seems to be little or no relationship between the assignment of the business functions and the various enrollment categories.

Business Management: Private

About three out of five of the 36 private junior colleges submitting charts for this study provide for a separate business manager who reports directly to the president of the college. In most of the others, multiple assignments are made in the business area with all officers in this area in the president's span of control. Among the five larger private 2-year colleges, it is more likely that provision is made for a separate business officer responsible to the president; proportionately, there is less likelihood of multiple assignments in the larger private junior colleges.

Institutional Development Administration: Public

About one public junior college in three of the 93 participants in this classification indicates that a separate officer in institutional development reports directly to the chief administrator. Four of the line-staff charts show this area of administration as a function of the office of the superintendent of schools; and one public junior college shows two persons in institutional development in the chief administrator's span of control. It is of particular interest that three out of five of the line-staff charts show no administrators for institutional development in the chief administrator's span of control; apparently, insofar as this field is administered, it operates as a function of the office of the chief administrator. No appreciable relationship to size of enrollment is apparent in the extent to which provision is made for separate administration of the area of institutional development in this group of public 2-year colleges.

Institutional Development Administration: Private

Slightly more than half of the 36 private junior colleges provide for a separate officer in institutional development; four colleges provide for multiple assignments in this area; two combine this area of administration with another major area; and one college president, according to the chart, functions as the director of institutional development. Ten of the private junior colleges make no provision on their line-staff charts for institutional development. One can surmise that in these institutions this area is assumed by the president as a function of his office and has not been delineated on the line-staff charts for that reason. The extent to which provision is made for separate administration in institutional development in this group of private 2-year colleges has no appreciable relationship with size of enrollment.

Summary of the Participating 2-Year Colleges [2]

Academic administration.—About three out of five of both types of 2-year colleges included in this report appoint a separate academic officer. Public junior college chief administrators assume a direct responsibility for the academic area to a greater extent than do private junior college presidents. Public junior colleges are, at the same time, less likely than their private counterparts to combine the administration of the academic and student services functions under one officer.

Student services administration.—The proportion of public junior college participants with separate administrators in the area of student services is slightly greater than it is for the private 2-year college participants. In a few public institutions, the chief administrator carries the direct responsibility for student services; such an assignment is not reported for any of the private junior college presidents. About the same proportion of public and private junior colleges report two or more officers in the student services area—all within the span of control of the chief administrator.

Business management.—Some rather marked differences appear between the public and private junior college participants in business management. Forty-six percent of the public junior colleges report a separate officer for business affairs; in contrast, 61 percent of the private junior colleges show such an officer on their line-staff charts. Private junior colleges tend to make multiple assignments in business management to a greater extent than the public junior colleges. Twelve percent of the public junior colleges' line-staff charts indicate no provision for business management; no omission of this type appears on any of the charts for the private institutions. Twelve percent of the public junior colleges also report that business management is a function of the office of the superintendent of schools; no assignment of this type is shown on any of the charts for the private junior colleges.

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[2] See tables I and II in the appendix.

Institutional development administration.—About one-third of the public junior colleges which submitted organization charts report a separate officer for institutional development; in contrast, slightly more than half of the private junior colleges have such an assignment. Three out of five of the public junior colleges show no provision for an officer for institutional development; on the other hand, the private junior colleges omit references to officers in this area in only 28 percent of the institutions.

Provisions for Staffing the Four Major Areas of Administration in Institutions Offering the Bachelor's and/or First Professional Degrees

There follows an analysis of the provisions for staffing, by type of control and enrollment, for academic administration, student services, business management, and institutional development in institutions offering the bachelor's and/or first professional degrees.[8]

Academic Administration: Public

In this group of 35 public 4-year institutions, it is prevailing practice (74 percent) to assign the area of academic administration to a full-time official in the president's span of control. Most of the remaining colleges in this group combine the area of academic administration with that of student services. Although no significant differences in the practice of assigning a separate academic officer appear in the various enrollment levels, there is some tendency to assign responsibility for more than one area of administration to one individual in institutions of fewer than 2,500 enrollment.

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[8] Tables III and IV in the appendix indicate provisions for administration of the areas of academic affairs, student services, business management, and institutional development for public and private institutions.

Academic Administration: Private

The data indicate that 134 (63 percent) of the 212 participating private institutions offering the bachelor's and/or first professional degrees provide a full-time officer for academic administration. In 66 institutions, the academic officer also performs student services functions. As one moves from the lower enrollment intervals to the higher enrollment intervals, one finds an increasing tendency toward assignment of a separate officer for academic administration within the president's span of control.

Student Services Administration: Public

A majority (54 percent) of the 35 participating public institutions in this group have separate student services administrators directly responsible to the president. In 20 percent of these 35 colleges, the administration of student services and the academic area is combined under one officer. In 26 percent of the cases, multiple assignments are made with two or more individuals directly responsible to the president for the administration of student services.

There is some evidence among the participants that the 4-year public colleges in the larger enrollment intervals tend to assign a separate administrator for student services in the president's span of control.

Student Services Administration: Private

A little less than half of the 212 private 4-year institutions in this study (48 percent) have a separate officer responsible to the president for student services, 32 percent have an officer responsible to the president for both student services and academic administration, while 19 percent have two or more officers responsible to the president for student services. There is no strong relationship between enrollment size and the extent to which provision is made for a separate administrator of the student services area.

Business Management: Public

The majority (58 percent) of the 35 public 4-year institutions in this study have separate officers responsible to the president for the management of business affairs. Two out of five colleges, however, have two or more officers for this area of administration in the president's span of control. There is no apparent pattern of relationship in the public 4-year colleges between the type of provisions for business management and the size of enrollment.

Business Management: Private

Four out of five of the 212 private 4-year colleges in this study provide separate officers responsible to the president for the management of business affairs, while one out of five provides two or more officers for this area of administration. It is of some interest that three colleges in the fewer than 500 enrollment category, and none in the other enrollment intervals, depart from the generally accepted practice of unified administration under the president of the college; in these instances the business officers in two colleges are responsible to the board of trustees and in the third institution the business officer is apparently responsible to the ecclesiastical order of the church to which this college is related.

No particular relationship with enrollment size among these colleges is apparent. At all enrollment levels, however, there is a predominant tendency to provide for separate business management within the president's span of control.

Institutional Development Administration: Public

This category of 35 participating public colleges is equally divided (46 percent each) between those that employ a separate officer responsible to the president for institutional development and those that depend upon the president to direct this area of administration. Only 8 percent of the colleges have two or more officers in the president's span of control for this function. The data indicate no relationship between the extent of provision for separate administrators in institutional development and size of enrollment.

Institutional Development Administration: Private

In 60 percent of the private 4-year colleges a separate officer is provided in the president's span of control for the area of institutional development. In addition, in approximately a fourth of the colleges, two or more officers working in this area of administration are coordinated by the president; in 14 percent of the institutions, these functions are directly performed by the president. The data demonstrate that larger institutions exhibit a greater tendency to place the area of institutional development under the jurisdiction of an individual in the president's span of control. In contrast, the smaller colleges tend to provide for multiple assignments in this area with the president as the coordinator or they report that the president himself directly administers the program of institutional development.

Summary of the Participating Institutions Offering the Bachelor's and/or First Professional Degrees [4]

Academic administration.—The public and private 4-year colleges in this study, as they increase in size, tend to assign a separate academic officer responsible to the president for academic administration. The public institutions are more likely than their private counterparts to have a separate academic officer in the president's span of control; however, in contrast to the public institutions, there is a greater tendency of the private group to combine the administration of academic affairs and student services under one officer.

A little more than half of all the 4-year colleges with fewer than 500 students have a separate academic officer. In contrast, 10 out of 11 colleges with more than 2,500 students have separate academic officers directly responsible to the president. Size, more than any other factor, therefore, appears to determine organizational practice in this regard.

Student services administration.—Approximately half (54 percent of the public and 48 percent of the private) ~~of the~~ participating institutions offering the bachelor's and/or first professional degrees provide a separate officer responsible to the president for student services. About one-fourth of the public institutions and about one-fifth of the private ones have two or more officers responsible to the president for student services. While a fifth of the private institutions have a single officer responsible to the president for both student services and academic administration, 32 percent of the private institutions of this classification do so.

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[4] See tables III and IV in the appendix.

Both public and private 4-year colleges report an appreciably smaller percentage of separate officers responsible to the president for the administration of student services than for that of academic affairs. However, the private institutions have a higher proportion than the public institutions in which administrators have combined responsibility for both the student services and the academic affairs areas.

Although not to the same extent as in the administration of the academic area, the 4-year colleges in this study, when control is disregarded, tend at the larger enrollment intervals to adopt the plan of assigning the responsibility for student services to a separate officer; this tendency is especially true of institutions with enrollments in excess of 500.

Business management.—While 80 percent of the participating private 4-year colleges have a separate officer responsible to the president for business affairs, only 58 percent of the participating public colleges of this group have such an arrangement. The scant number of administrators who themselves directly perform business functions is noteworthy.

With respect to the administration of business affairs, there appears to be no significant relationship between size of student body and the likelihood of a separate officer in charge of business affairs. However, the larger private colleges tend to a greater extent than the larger public ones to assign a separate officer for business management.

Institutional development administration.—It is noted that 60 percent of the private 4-year colleges in this study have a separate officer in the president's span of control for institutional development, while 46 percent of the participating public colleges have such an arrangement. Forty-six percent of the presidents of the public colleges perform the institutional development function themselves, and in 9 percent of the colleges they coordinate the work of two or more officers who perform these tasks. While only 15 percent of the private college presidents perform the development functions alone, 23 percent of them coordinate the work of others in this area.

Definitely, the private colleges, when viewed at increasing enrollment levels, tend to assign the development area to the jurisdiction of a separate officer in the president's span of control; the data in this study, however, do not permit such a conclusion for the public institutions.

Provisions for Staffing the Four Major Areas of Administration in Institutions Offering the Master's and/or Second Professional Degrees

There follows an analysis of the provisions for staffing, by type of control and by enrollment, for academic administration, student services, business management, and institutional development in institutions offering the master's and/or second professional degrees.[5]

Academic Administration: Public

The 72 participating public higher institutions offering the master's degree strongly tend toward a separate officer responsible to the president for academic affairs. In only eight of the 72 institutions is the top academic officer also responsible for student services, and only rarely does the president serve as his own academic administrator.

Except for the four institutions in the 501–1,000 enrollment interval, there is a clear relationship in the other enrollment categories between the extent of provisions for separate academic administration and size of enrollment. The larger the enrollment size the greater likelihood that the institution will provide an organizational structure for separate administration of academic affairs.

Academic Administration: Private

Slightly over half of the 76 private master degree-granting institutions in this study provide for the separate administration of the academic area. At the same time two out of five institutions combine the administration of this area with that of student services.

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[5] Tables V and VI in the appendix indicate provisions for administration of the areas of academic affairs, student services, business management, and institutional development for institutions, public and private, offering the master's and/or second professional degrees.

The data indicate that the institutions with fewer than 1,000 students tend to combine the administration of academic affairs with that of sudent services under the jurisdiction of one officer in the president's span of control rather than provide for separate administration of academic affairs. In contrast, however, institutions with an enrollment of more than 1,000 tend to employ a separate officer responsible to the president for academic affairs. It is apparent among these 76 institutions in the study that in those with enrollments exceeding 1,000 there is a tendency to appoint a separate officer for the administration of the academic area to a greater extent than in those with enrollments of fewer than 1,000.

Student Services Administration: Public

Two-thirds of the 72 participating public institutions in this group show a separate officer responsible for student services in the president's span of control. However, 21 percent of these institutions employ two or more persons responsible to the president for student services, and 11 percent combine the administration of student services with that of academic affairs. Throughout all enrollment categories provision for separate administration of student services within the president's span of control is clearly the predominant pattern.

Student Services Administration: Private

Approximately half of the group of 76 participating private master degree-granting institutions provide a separate officer, thus centralizing the administration of the area. On the other hand, 11 percent of the responding colleges provide two or more such officers for the administration of student services in the president's span of control, placing coordination of the function in the office of the president. Of the total group, 41 percent show only one officer in the president's span of control for the combined administration of student services and academic affairs; more than half of those reporting the latter plan of organization are located in institutions with fewer than 1,000 students.

In universities with more than 1,000 students, the predominant organizational pattern reflects the administration of student services under a separate officer who is responsible to the president. In contrast, the institutions with fewer than 1,000 students tend, as a predominant pattern, to combine the administration of student services with that of academic affairs.

Business Management: Public

Three-fourths of the 72 participating public colleges and universities in the master degree-granting group have a separate officer responsible to the president for business management. The remaining 25 percent show two or more business officers directly in the president's span of control. While the pattern for the administration of the business area does not appear to be directly related to enrollment size for those institutions with fewer than 5,000, the almost universal pattern for those institutions in excess of 5,000 is the provision for separate administration within the president's span of control.

Business Management: Private

In the 76 participating private institutions offering the master's degree, provision is regularly made, as indicated in the line-staff charts, for the delegation of responsibility for business management. In the majority of instances (79 percent) a separate business officer is assigned to the president's span of control; however, in 18 percent of the colleges and universities two or more persons are responsible to the president for the administration of this area.

Throughout the various enrollment categories the private master degree-granting universities predominantly report the area of business management under a separate officer in the president's span of control. The extent to which this pattern is in use seems to have no clear relationship to enrollment size in this group of institutions.

Institutional Development Administration: Public

A large majority of the 72 public colleges and universities granting the master's degree employ a separate officer for institutional development functions in the president's span of control. In only 15 percent of the 72 institutions does the chief administrator serve as the development officer, and in eight others two or more development officers are shown in the president's span of control.

Among this group of universities there is an apparent direct relationship between the size of enrollment and the extent to which these universities provide for separate administration of the area of institutional development within the president's span of control. The data support the notion that the greater the size of the institution, the higher the proportion of institutions which provide for separate administration of this area.

Institutional Development Administration: Private

Although three-fifths of the 76 private institutions in the master degree-granting group have separate institutional development officers in the president's span of control, a rather large minority (30 percent) have two or more such officers reporting to the president. In seven instances, the president himself performs the institutional development functions. No pattern relating to the size of enrollment can be discerned in the line-staff chart provisions for the administration of the area of institutional development in this group of private institutions.

Summary of the Participating Institutions Offering the Master's and/or the Second Professional Degrees [6]

Academic administration.—The participating public institutions granting the master's degree are more likely than the private ones to employ a separate academic officer in the president's span of control. The participating private institutions are more likely to have one officer responsible to the president for the combined administration of academic affairs and student services.

Except for the private institutions with fewer than 1,000 students, more than half of the public and private institutions, in each of the higher enrollment ranges, have a separate academic officer in the president's span of control. At the same time, there is a tendency in most private universities in this group, with enrollment under 1,000, to assign one officer for the combined administration of the academic and student services areas.

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[6] See tables V and VI in the appendix.

For all public institutions and the private ones of over 1,000 enrollment, there is an apparent direct relationship between the size of enrollment and the extent to which the institution provides for the separate administration for academic affairs within the span of control of the president.

Student services administration.—Most of the participating institutions offering the master's degree show in their line-staff charts a separate officer responsible to the president for student services. This tendency toward a separate student services officer is greater in the public than it is in the private institutions. In turn, the provision for the separate administration of student services in the private institutions is greater in those institutions with enrollments in excess of 1,000 than in those with enrollments of fewer than 1,000 students.

Business management.—In three-fourths of the participating public and private colleges and universities offering the master's degree responsibility for business management is assigned to a separate officer in the president's span of control. In almost all of the other institutions two or more officers, responsible to the president, for business management are assigned. Among the public institutions of more than 2,500 students, there is an apparent tendency toward the assignment of a separate officer for business management than among the private institutions of the same enrollment range.

Institutional development administration.—The participating public institutions (72 percent) in this group tend to have a separate development officer to a greater extent than do the corresponding private institutions (61 percent). In contrast to the 9 percent of private colleges and universities in which the chief administrator alone is responsible for institutional development, 15 percent of the presidents in public institutions assume these duties themselves. While the extent to which provision for separate administration in institutional development is related to enrollment size in the public universities is apparent, a relationshp of this type is not apparent in the organizational structure of the private institutions.

Provisions for Staffing the Four Major Areas of Administration in Institutions Offering the Doctor's Degrees

There follows an analysis of the provisions for staffing, by type of control and by enrollment, for academic administration, student services, business management, and institutional development in institutions offering the doctor's degrees.[7]

Academic Administration: Public

Of the total of 44 public universities, about two in five institutions in this category indicate that a separate administrator responsible to the president has charge of academic affairs; about two in five indicate that the president himself functions as the major academic administrator; and in one in five public universities the administration of the academic area and that of student services are combined under one officer in the president's span of control. The type of provisions for academic administration vary from one enrollment category to another; hence, there is no apparent relationship between provisions in this area and the size of enrollment.

A special point of concern in academic organization at this level is the provision in the organization chart for the direction of the graduate program. It is of interest, therefore, that, with rare exception, the line-staff charts submitted by the public universities which grant the doctor's degree provide a dean or director of graduate studies. In all instances, the graduate dean reports to the president in those universities in which the president serves as his own academic administrator. In those institutions in which provision is made either for separate administration of academic affairs or for combined administration with student affairs, the graduate dean reports directly to the designated academic administrator.

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[7] Tables VII and VIII in the appendix indicate provisions for administration of the areas of academic affairs, student services, business management, and institutional development for institutions, public and private, offering the doctor's and/or second professional degrees.

Academic Administration: Private

Slightly more than half of the 40 participating private universities offering the doctorate make provision for a separate academic administrator. In about one university in four, the president serves as chief academic administrator; and one institution in five has one administrator for both the academic and student services areas.

There is little apparent relationship between the size of institutions and the kinds of provisions which are made for academic administration.

A point of further interest in academic administration in institutions at this level is the extent to which provision is indicated for the administration of the graduate program. Eight of the line-staff charts of the 40 participating universities in this group give no indication of an administrative officer with such a title as dean or director of graduate studies. While this omission is generally found among the smaller universities, two of the relatively large institutions make no apparent provision on their organization charts for this type of position.

Student Services Administration: Public

About three-fifths of the 44 participating public universities which grant the doctorate provide for a separate administrator of the student services area. Almost one-fifth of these universities combine the administration of student services with the administration of academic affairs. And, finally, about one-fifth provide for a multiple administration of student services—a practice which tends to force the president into the role of major administrator of this general area. It is of some interest that one institution, a relatively small one, makes no apparent provision for student services in its line-staff chart.

There are some indications of a few possible relationships between organizational patterns in student services and enrollment size. In all of the large universities (over 20,000 students), a separate administrator for this area is indicated in the line-staff charts. Another point which may indicate a relationship to size is that in none of the institutions with enrollments over 10,000 is there a provision for multiple assignments in the student services field. In other words, either separate administration is provided or student services administration is combined with the administration of the academic area in all of the public universities with enrollments in excess of 10,000.

Student Services Administration: Private

About three out of five of the 40 participating private universities report a separate administrator within the president's span of control for student services. One in five combines the administration of this area with that of the academic area. Almost one university in five indicates a multiple assignment in the administration of student services or shows no provision on the line-staff chart for the administration of student services.

In the larger private universities, those with enrollments in excess of 10,000, as well as in institutions in the 1,000 to 2,500 enrollment category, the predominant organizational pattern provides for a separate administrator of student services in the president's span of control. In contrast, in the other enrollment intervals the organizational pattern indicates an administration of student services which is combined with that of another major area.

Business Management: Public

The predominant pattern (3 out of 4) for the organization of the area of business management in the 44 participating public universities offering the doctorate is the assignment of a separate officer in this area, in the president's span of control. All of the remaining public institutions indicate a multiple assignment in the business area, that is, several different officials are designated each for different aspects of business management and each reporting directly to the president. In such an organizational pattern whatever coordination is provided must be assumed by the president himself. The organizational pattern in this area has no apparent relationship to size of enrollment.

Business Management: Private

Three out of four of the 40 participating private universities which grant the doctorate provide for a separate business manager in the president's span of control. Twenty percent of these 40 institutions indicate multiple assignments in business management—all in the president's span of control. Two universities report the combining of business management with the administration of other major areas.

The pattern of organization of the business area appears to have little direct relationship with size of enrollment.

Institutional Development Administration: Public

Almost two-thirds of the 44 public universities participating in this study indicate a provision for a separate administrator in institutional development reporting to the president of the university. About three in 10 report two or more administrators in this area—all within the president's span of control. In only one instance is the administration of this area combined with that of another. It is of interest, however, that the line-staff charts of five public universities indicate no provision for the administration of the area of institutional development. This lack of identification suggests that the functions of this administrative area are performed by those with other administrative titles, undoubtedly by the president of the university.

The pattern of organization in this area as it relates to the size of enrollment is not too clear. The four large participating universities (over 20,000) provide for a separate administrator. At the same time the 12 institutions of fewer than 5,000 students also tend to favor the provision for a single administrator in the president's span of control. The organizational pattern of multiple assignments finds greatest favor among the institutions in the 5,001 to 10,000 enrollment range.

Institutional Development Administration: Private

Six out of 10 of the 40 participating private universities report that a separate officer in the span of control of the president is responsible for the administration of the area of institutional development. Three out of 10 reveal in their line-staff charts that two or more officers reporting to the president function in the administration of this particular field. Only two universities combine the administration of the institutional development area with that of other major fields. It is of interest also that two universities, both with fewer than 10,000 sudents, show no provision on the line-staff charts for the area of institutional development. It can be assumed that some other officers in these institutions, no doubt the presidents, administer this area in these two institutions.

The pattern of organization for the administration of the area of institutional development appears to have no direct relationship to the size of enrollments in the doctor degree-granting universities.

Summary of the Participating Institutions Offering the Doctorate[8]

Academic administration.—Apparently there is a somewhat greater tendency in privately controlled universities offering the doctorate to provide for a separate academic administrator than in the public universities. In both instances, however, the proportion is lower than might be expected, in view of the basic academic commitment of institutions at the doctoral level. At the same time, the presidents of the public institutions tend to a greater degree to assume the role of chief academic administrator than do those of the private institutions. Almost the same proportion in both public and private universities, one in five, combines the academic and student services functions under one officer.

Student services administration.—The extent of different kinds of provision for the administration of student services in the public and private universities is quite similar. Approximately the same proportion of institutions under both types of control provides for a separate officer in this area; an almost identical proportion, as reported above, indicates a combined administration of the academic and student services areas. One point of difference in the organizational pattern of the public and private universities is that 18 percent of the public institutions provide for multiple assignments in this area, but only 8 percent of the private universities make this type of assignment.

Business management.—In both public and private universities, 75 percent report in their line-staff charts that a separate officer is responsible for the administration of business affairs. Other arrangements in public and private universities are similar; both tend to appoint two or more officers in the business area—all directly responsible to the president of the university.

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[8] See tables VII and VIII in the appendix.

Institutional development administration.—Arrangements for the administration of the area of institutional development as reported in the line-staff charts are essentially the same in both public and private universities. Sixty-four percent of the public universities and 60 percent of the private ones report a separate officer for institutional development. In both types of universities, 30 percent report multiple assignments in this area, all within the president's span of control. In 5 percent of both types, the line-staff charts reveal no provision in the president's span of control for the administration of institutional development. In this latter instance, administration of institutional development while not specifically reported in the organization charts must, if the function is assumed at all, be assigned to an administrator of different title, doubtless to the president himself.

Locus of Assignment of the Positions of Registrar, Director of Admissions, and Librarian

In an analysis of the personnel who may be assigned to the span of control of the chief administrator, similar questions are often raised about each of the following positions: registrar, director of admissions, and librarian. Should these officers report directly to the president of the institution? Or should they report to another officer who in turn reports to the president? And if to another officer, which one?

If the thesis is accepted that a president's span of control can be limited to those responsible for four major administrative areas—academic affairs, student services, business affairs, and institutional development—the question of whether any of these three officers (registrar, director of admissions, and librarian) should report to the president will have to be answered, for the most part, in the negative. On the contrary, if this general model of organization is *not* accepted, many reasons can be mustered for assigning any or all three of these positions to the president's span of control.

If, however, the initial premise holds that appropriate limits should be established for the president's span of control, the question then focuses on the appropriate area in which each of these positions under discussion should be placed. No easy answer is to be advanced. Since alternatives become readily apparent, decisions should probably tend to represent at least the philosophical position held by the institution. At times, perhaps too often, decisions are based on factors related to personalities involved rather than to sound educational points of view held by the institution.

Registrar

The registrar's position as usually organized, and in terms of its traditional development, encompasses functions which may be claimed by both academic and student services areas. That the recording, distribution, and analysis of grades are all, appropriately, functions in the academic area is, of course, obvious. That certain of these functions fall within the service and advisory area of student services becomes equally apparent.

The question which is faced in developing or changing an organizational structure is one of decision on whether to make the assignment to the area of academic affairs or to that of student services. As long as an institution uses the title of registrar with its implied functions, this question must be resolved. A resolution which has been used in some institutions, if not for this reason but for others, has been the assignment of these functions, without the title, to other administrative officers.

Director of Admissions

The office of director of admissions has developed in the twentieth century. These functions are still performed in many institutions by the registrar, and in some by a faculty committee. That these functions have become more complicated with the increasing pressures of greater numbers seeking admission is, of course, a well-known fact. The functions assigned to this position have ramifications in both the academic and student services fields. The director of admissions is charged with administering a program which leads to the selection of those students who can best achieve the stated objectives of the institution; that there are implications for the students' success in the *total* collegiate community is fairly obvious in the stated objectives of most colleges and universities.

If the director of admissions does not report directly to the president of the institution, to whom then does he report? Persuasive argument can be advanced for the assignment to either the chief academic administrator or to the major student services officer. A solution apparently still used in a number of American colleges and universities is the assignment of the functions without the title to the major officer in one of these two areas or to some subordinate officer in one of these two areas.

However the assignment is made, the need for adequate coordination between the two areas, especially in the development of policy, is apparent. The assignment to one area or another in fact depends on an institution's philosophical position. It may be that an institution may wish to give one type of emphasis as opposed to another in the administration of its program of admissions. Of course, other reasons for the assignment to one area rather than the other can be readily advanced.

Librarian

Some questions may be appropriately raised concerning the locus of assignment of the position of the librarian. If the notion is accepted that this position is usually not included in the president's span of control, then where should the position be assigned?

Since the library provides an integral curricular support to the academic program, a clear rationale can be advanced for the assignment of the position to the academic area. On the other hand, the recreational function and services to leisure-time interests assumed by the libraries in some colleges and universities can suggest, if not a direct assignment to student services, at least a workable coordination with the major officer responsible for the whole area of student services. Assignment to the president's span of control is at times advanced on the premise of the institution-wide implications of the librarian's position.

In the discussion which follows, the assignment of each of these three positions—the registrar, the director of admissions, and the librarian—is reported in terms of the level of offering of the institution, its type of control, and its size of enrollment.

Locus in 2-Year Colleges [9]

Registrar.—One hundred and seven of the 129 organization charts from 2-year colleges which were analyzed reveal some provision for the locus of assignment for the position of registrar.

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[9] Table IX in the appendix indicates the locus of assignment for the positions of registrar, director of admissions, and librarian in public and private 2-year colleges.

Almost half of the 129 charts indicate that this position falls within the span of control of the chief administrator; on this point there is no appreciable difference between public and private junior colleges. Beyond this point, however, the pattern of assignment appears to be less certain. In the public junior colleges only 13 percent of the registrars report to their academic deans, while, in contrast, in 39 percent of the private junior colleges, the registrars report to their academic deans. It is of interest also that about one in six of the registrars in the participating public junior colleges reports to the dean of students, while in the private junior colleges not one registrar is so assigned.

Director of admissions.—Only a small minority (14 percent) of the 93 public junior colleges report the position of director of admissions on their line-staff charts. A higher proportion (27.8 percent) of the 36 private 2-year colleges list such a position on their organization charts. No clear-cut pattern of position assignment is revealed. It appears, however, that in the public junior colleges the director of admissions, for the most part, reports either to the president or to the dean of students; on the other hand, the director of admissions in the private junior college is most likely to report to the president, and, if not to him, to the academic dean. In contrast with the public 2-year colleges, the assignment of the director of admissions in the private institutions to the dean of students is rare.

Librarian.—About one in four of the 129 organization charts submitted for junior colleges omits all reference to the librarian's position. About the same proportion of the public and private junior colleges (35.5 and 36.1 percent, respectively) reports that the librarian is responsible directly to the chief administrator of the institution. Almost one-third of the librarians in public junior colleges report to the academic dean; in contrast, almost one-half of the librarians in the private junior colleges are responsible to the academic dean.

Summary.—The chief practice in the public and private junior colleges covered in this study is to place the registrar and the director of admissions directly responsible to the president. The extent to which each of these positions is assigned to the chief administrator differs little between public and private junior colleges, even though the extent of assignment differs appreciably between the two positions. When these positions are not assigned to the president's span of control, there is a tendency in the private junior colleges to assign them to the academic dean; in contrast, in the public institutions these two positions are more likely to be assigned to the dean of students.

In the public and private 2-year colleges, the librarians are predominantly, and in the same proportion, assigned to the span of control of either the president or to the academic dean. Differences, however, occur in relationship to control. In the public junior colleges, the position of librarian tends to be assigned to the president's span of control; in the private 2-year colleges, the librarian is most likely to report to the academic dean.

Organizational patterns relating to enrollment size are usually unclear. One fairly clear point, however, is that all of the participating public institutions with an enrollment in excess of 2,500 tend to assign the position of librarian to the administrative area of the academic dean rather than to the chief administrator of the institution. Reported organizational practice for the two other positions under discussion shows no such clear relationship to enrollment size.

Locus in 4-Year Colleges [10]

Registrar.—Two hundred and twenty of the 247 line-staff charts of the participating 4-year colleges indicate some provision for the position of registrar. Among the 35 public colleges, 13 (37.1 percent) report that the position of registrar is located in the president's span of control; in contrast, 55 (25.9 percent) of the 212 private colleges indicate that the registrar reports directly to the president. Of particular interest is the fact that while only 14.3 percent of the public colleges assign the registrar to the area of academic administration, 58.5 percent of the private colleges place the registrar in this administrative category. There is also a slightly greater likelihood that the registrar's position in the public colleges may be placed in the student services category than is to be found among the private institutions.

Director of admissions.—The position of director of admissions is reported on the line-staff charts of 40 percent of the participating public 4-year colleges and 45.8 percent of the participating private 4-year colleges. Approximately the same percentage of directors of admissions in both public and private colleges reports to the president. There is also an apparent greater tendency for the assignment of this position to the area of academic administration in the privately controlled colleges than in the public ones.

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[10] Table X in the appendix indicates the locus of assignment for the positions of registrar, director of admissions, and librarian in public and private institutions offering the bachelor's and/or first professional degrees.

Librarian.—The position of librarian is omitted from 20 percent of the 35 public 4-year colleges included in this study and from 12.3 percent of 212 private institutions. Librarians tend to be placed in the president's span of control in about the same proportion in public and private 4-year colleges—28.6 and 31.6 percent. Likewise, their assignment to the area of academic administration differs little between the public and private groups—48.6 percent and 51.9 percent, respectively. In no instance among the public colleges is this position assigned to the area of student services administration; only two private institutions, however, show that the librarian reports directly to the chief administrator in student services.

Summary.—Among the 35 participating public 4-year colleges, the registrar's position tends to be assigned to the president's span of control; on the other hand, the position of director of admissions and that of librarian tend to be placed in the area of academic administration. Among the 212 private 4-year colleges included in the study, all three positions are more often located in the area of academic administration than within the president's span of control.

The proportion of registrars reporting to presidents of colleges appears to decline steadily as one moves from the smaller to the larger enrollment categories in both public and private colleges. No similar relationship between enrollment size and the extent to which the director of admissions and the librarian are included in the president's span of control may be observed.

Locus in Institutions Granting the Master's Degree [11]

Registrar.—Approximately six out of seven of the 148 participating public and private institutions granting the master's degree show the position of registrar on their organization charts. There is no appreciable difference between public and private universities in the extent to which the registrar's position is assigned to the president's span of control. Beyond this point, both public and private institutions tend to place the position of registrar in the area of academic administration.

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[11] Table XI in the appendix indicates the locus of assignment for the positions of registrar, director of admissions, and librarian in public and private institutions offering the master's and/or second professional degrees.

Director of admissions.—Slightly more than half of the line-staff charts of the 148 institutions in this group show the position of director of admissions, with the omission tending to occur in the charts for public institutions rather than in those for private ones. There is no proportionate difference between the public and private universities in the extent to which the locus of assignment of this position is indicated. While public institutions tend to assign the position either to the president's span of control or to student services area, the private institutions are more likely to place the position outside the three areas considered in this particular analysis (president's office, academic affairs, or student services).

Librarian.—Almost 90 percent of the organization charts in this group show the librarian's position, with the position omitted on 4.2 percent of the charts of the public institutions and 17.1 percent of those of private universities. In both public and private universities, about one-third of the librarians are shown as reporting to the president; in neither the public nor the private institutions does the librarian report to the student services area. Beyond this point, however, the predominant pattern of organization in both the public and private institutions suggests that the librarian's position is most likely to be assigned to the area of academic administration, although the proportion of private institutions in which this is true is appreciably smaller than that of the public universities.

Summary.—In the 148 participating public and private institutions granting the master's degree, the office of the registrar and that of librarian are more likely to be assigned to the area of academic administration than to the president's span of control. The position of director of admissions is assigned, in the same proportion, to the president's office and to the student services area in both public and private universities.

The organizational position of these three positions has only a slight relationship to size of enrollment. It may be pointed out that the larger private institutions, those above 5,000, tend to involve a smaller proportion of registrars in the president's span of control than do those private institutions with fewer than 5,000. For public institutions, however, there is little or no difference in this respect. Beyond this point, for the locus of assignment of both the director of admissions and that of the librarian, no strong relationship with size of enrollment is apparent.

Locus in Institutions Granting the Doctorate [12]

Registrar.—Seventy-five of the 84 participating universities offering the doctorate show the registrar's position in their organization charts; this position, however, is omitted in the charts of 15.9 percent of the 44 public universities and 5 percent of the 40 private universities. Among the public universities, the position of the registrar is assigned in about equal proportion to the president's span of control, to the academic area, or to the student services area—approximately one-fourth of the universities to each of the three categories. Among the private universities, however, the registrar's position is located predominantly—in one-half of the institutions—in the area of academic administration.

Director of admissions.—Fifty-eight of the 84 universities in this group show the position of director of admissions on their organization charts; the position is omitted on 40.9 percent of the charts for public institutions but on only 20 percent of those for private universities. While no pattern of assignment clearly emerges among the public institutions, the apparent tendency among the private universities is to place the position in either the academic or student services areas of administration.

Librarian.—The position of librarian is not shown on six of the charts for the participating doctor degree-granting universities—one public and five private institutions. Among the 44 public universities, while one out of three institutions tends to assign this position to the president's span of control, 50 percent of them place the librarian's position in the area of academic administration. The 40 private institutions, to a lesser degree than the public institutions, indicate that the librarian reports to the president; however, the preponderant pattern among private universities suggests that the librarian reports to the chief academic administrator.

Summary.—The positional pattern of these three offices emerges somewhat more clearly among the 40 private universities included in this study than among the 44 public ones. All three positions, in the private institutions, tend to be located within the administrative area for academic affairs. Among the public institutions, only in the position of the librarian does a clear pattern emerge which indicates that the locus of assignment for this position is in the area of academic administration.

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[12] Table XII in the appendix indicates the locus of assignment for the positions of registrar, director of admissions, and librarian in public and private doctor degree-granting universities.

Among the 10 public universities and the 12 private universities with enrollments in excess of 10,000, the extent to which any of these three positions are included within the president's span of control is appreciably less than in those universities with enrollments below this figure. Beyond this point, no clear relationships emerge between the locus of assignment of these three positions and size of enrollment.

General Summary[13]

While only 13 and 14.5 percent of the 608 participating institutions make no provision in their organization charts for the positions of registrar and librarian, respectively, more than half (55.4 percent) indicate no provision for a director of admissions. While it is, of course, proper to assume that the admissions functions are provided for, it is nevertheless a matter of interest that this position, by title at least, is lacking on so many of the line-staff charts.

Among 244 public institutions included in this study, the most favored locus of assignment for the registrar's position is within the president's span of control; for the position of director of admissions, it is in the administrative area of student services (attention is called to the fact that this applies to only 11.5 percent of the public institutions with no assignment reported in 65.6 percent of the public institutions); and, for the position of librarian, it is in the academic area.

Among the 364 participating private institutions, the registrar and the librarian in approximately half of the institutions are assigned to the academic area. The most favored locus of assignment for the position of director of admissions is also in the academic area; this represents, however, only 19.8 percent of the institutions, with 48.6 percent making no provision for the position of director of admissions on their organization charts.

Patterns of relationship between assignment practices for these three positions and size of enrollment are far from clear. The only pattern which emerges with any high degree of clarity is that the registrar's position is less likely to be found in the span of control of the president of both public and private institutions as one moves from the smallest to the largest enrollment categories. A comparable relationship with size of enrollment does not emerge from the analysis of the locus of assignment of the two other positions.

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[13] Table XIII in the appendix indicates the locus of assignment for the positions of registrar, director of admissions, and librarian for all institutions.

Summary of Chapter

The survey and analysis of the current organizational structure of American higher education is based on the organization charts of 608 junior colleges, colleges, and universities—both publicly and privately controlled—approximately 31 percent of the 1,970 institutions reported in the four major levels of offering appearing in the *Education Directory, Part 3, Higher Education,* 1959–1960.[14] The analysis has been made in relationship to three factors: level of offering, type of control, and size of enrollment. A first step was a simple computation of the size of the span of control of the chief administrative officer. The second phase of the study was an analysis of organizational structure in relationship to four major areas of administration: (1) academic affairs, (2) student services, (3) business management, and (4) institutional development. And, finally, the locus of assignment of the positions of registrar, director of admissions, and librarian was given special analysis.

From the data presented in the text and tables of this chapter, some generalizations and observations can be drawn concerning the president's span of control and the organizational structure of each of the four major areas of administration in various types of colleges and universities. The most notable ones follow.

Span of Control of the Chief Administrator

The participating universities which offer the master's and doctor's degrees report on their organization charts a mean span of control of seven and 10 persons, respectively, in contrast with a mean of six shown by the 2-year and 4-year institutions included in this study. The range in the number in the span of control in the doctor degree-granting institutions is greater than that of the other three groups. When institutional control is considered, it appears that the public institutions tend to have a slightly larger average size span of control than do the private institutions; however, the private institutions report a slightly larger range in the size of the president's span of control than do the public institutions. The data also indicate that the larger institutions tend to report the larger span of control for the office of the president.

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[14] Op. cit.

That the institutions offering the higher degrees report somewhat larger spans of control in the president's office than the 2- and 4-year colleges is doubtless a reflection of the larger numbers of functions for which they are responsible. That the doctor degree-granting universities report a wider range as well as a higher average in the president's span of control may indicate that many of the functions when assumed for the first time in these institutions were assigned to the president's span and for various reasons have not been subsequently assigned to one of the four major areas of administration. That private institutions report a larger range but a smaller average size in the president's span of control than the public institutions may reflect a somewhat greater tendency of at least some private institutions to assign a greater number of functions to the president's span but a concurrent tendency as well to move without too much delay toward a reduction in size of the span of control. That larger spans of control are to be found in the larger institutions is also a reflection of the larger number of functions which in part at least are a reflection of enrollment size.

These data suggest a need for continuing study of organizational structure so that assignments which are originally considered temporary do not become fixed and traditional. New programs and functions rightly need in early stages the immediate attention of the chief administrator. However, when they have become fairly well established, many of them should be assigned to a more "normal" place in the organizational structure.

Academic Administration

Among the participating publicly controlled colleges and universities there are wide variations in their provisions for academic administration within the president's span of control. Separate administration is provided in 60 percent of the public 2-year colleges, 74 percent of the public 4-year colleges, and 85 percent of the master degree-granting universities; however, only 41 percent of the public doctor degree-granting universities report a separate academic administrator within the chief administrator's span of control. Only modest variations among the four levels of offering appear in the extent to which the academic position is combined with responsibility for other administrative functions. A point of particular interest is the fact that 25 percent of the chief administrators in the public 2-year colleges assume the role of chief academic officer and 41 percent of the presidents in the public doctor degree-granting universities serve as their own major academic officer as opposed to only 6 and 4 percent of the bachelor and master degree-granting institutions, respectively.

While there is some apparent similarity between the public 2-year colleges and public doctor degree-granting universities in the extent to which the chief administrator is directly involved in academic administration, the level of involvement is patently different. At the 2-year college level in the type of situation under discussion, department heads or individual faculty members report directly to the chief administrator when he serves as his own academic dean. In the doctor degree-granting institutions in this situation, department heads or faculty members are a step or two removed from the president's office and deans and directors of colleges and schools report directly to the president on academic matters. In either case, however, whatever final coordination in academic administration occurs must take place in the president's office; in neither case has the responsibility for coordination of administration in academic affairs been delegated.

Among the participating private institutions, some degree of homogeneity, by level of offering, is indicated in the provisions for academic administration. In both the 2-year and 4-year colleges, almost two-thirds of the organization charts report a provision for separate academic administration; in the master and doctor degree-granting universities, 54 and 55 percent, respectively, show provision for a separate academic officer in the president's span of control. The position of the academic officer tends to be combined with the administration of other functions to a far greater extent among the private institutions than among the public ones; the organization charts indicate a low of 20 percent showing the combination approach in the private doctor degree-granting universities to a high of 41 percent in the master degree-granting institutions. At all levels of offering with the exception of the doctor-degree group very few of the presidents of private institutions directly assume the academic role themselves. Here, it may be seen that 23 percent of the chief administrators in the private institutions offering the highest degree serve as the major academic officer of the institution in contrast with 6, 7, and 5 percent for 2-year, 4-year, and master degree-granting institutions, respectively. In those doctor degree-granting universities in which the president serves as his own academic administrator, his role is chiefly one of coordination of major instructional segments. Usually, as in public universities of this level and in this type of administrative approach, deans and directors of colleges and schools report directly to the president and are part of his total span of control. In the other levels where the president is his own academic administrator, especially in 2- and 4-year colleges, department heads and individual faculty members report directly to him.

Student Services Administration

One finds, almost invariably, in both the public and private participating institutions, as the level of offering is increased, a rising percentage of line-staff charts showing provision for a separate officer for student services and a decreasing percentage providing for multiple assignments for this area in the president's span of control. At the same time, there is a greater tendency in the public institutions, except in those at the doctoral level, to appoint a separate student services administrator than in the private institutions. This tendency may be representative of a greater need in public institutions for a centralized administration in this area due to a more rapid growth in enrollment and perhaps a greater heterogeneity in student population. If such an explanation is suggested, however, one wonders and speculates on why it is not applicable to the organizational structure of doctoral level universities. It may be that changes occur, however, more slowly in institutions at this level and will eventually be reflected in their organization charts.

The proportion of institutions indicating a combined administration for this area with another is practically identical with that which is reported above for academic administration.

Business Management

The proportion of the participating public institutions providing for separate administration of the business area rises steadily as the level of offering increases to the master's and doctor's level. Among the private institutions included in this study, the pattern does not reflect this apparent relationship to level of offering. In general, at each level of offering, the private institutions are proportionately more likely than the public ones to provide for separate administration in the business area. As a group, 61 percent of the public institutions show a separate administrator in the area of business management; in contrast, 81 percent of the private colleges and universities make this kind of administrative provision.

The proportion of multiple assignments in business management in both public and private institutions tends to fluctuate and apparently bears little or no relationship to the level of offering. For example, in most instances, the range in multiple assignments for both public and private institutions is 17 to 25 percent; however, private 2-year colleges and public 4-year colleges indicate that 36 and 40 percent, respectively, make this type of provision for the area of business management. When multiple assignments do occur, usually two persons, one responsible for finance and the other responsible for physical plant, report directly to the president.

In contrast with the practice reported for both the academic and student services areas, the administration of business affairs is rarely combined with one of the other administrative areas. That such combinations occur less frequently in this area is in part explained by the nature and extent of the area of business affairs and possibly by the kind of competence required in personnel for effective business management.

Institutional Development Administration

There is an apparent general relationship between the level of offering of the participating public institutions and the extent to which provision is made in the organization charts for the separate administration of the general area of institutional development, with the higher proportionate provision among the institutions offering the higher degrees. For the private institutions in this study, separate administration is provided to approximately the same extent at all four levels of offering. Also, one is more likely to find either the functions of this area in the president's office or no apparent provision for this phase of administration among the 2-year and 4-year colleges, regardless of control, than among the two institutional levels offering the more advanced degrees. At the same time the charts indicate higher proportions of multiple assignments among the universities offering the higher degrees. As in the area of business management, there is reportedly little inclination to combine the administration of institutional development with other administrative areas.

Comments on All Organization Charts in Relationship to Control [15]

The participating public institutions as a group tend, to a greater extent than the private institutions in this study, to provide for a separate officer in the president's span of control for the administration of the academic and student services areas. On the other hand, the private group more than the public group tends to provide for separate administration in the areas of business and institutional development.

Among the public institutions separate administration appears slightly more prevalent, as reported in the organization charts, for academic administration than for the other three areas. The charts for the private institutions, however, indicate an appreciably higher percentage of separate administrators in the business field than in the other three administrative areas. In public institutions, the area having the lowest proportion of separate administrators is that of institutional development, while in private institutions the student services area has the lowest proportion of separate administrators.

For both the academic and the student services areas, the participating public institutions are by far less likely to provide for a combination of administrative areas than are the private institutions in the study. In business and institutional development, the number of combinations is negligible, and differences in terms of type of control are not appreciable.

On the basis of the organization charts, the chief administrators in the participating public institutions generally engage directly in various areas of administration or provide coordination through a system of multiple assignments for an area to a greater extent than in the private institutions. Among the public institutions, chief administrators tend to engage to a greater extent in the direct administration of the academic area than in the other three areas and also tend to make greater use of multiple assignments in the area of business management than in the other three areas.

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[15] Tables XIV, XV, and XVI in the appendix indicate provision for all areas of administration for public institutions, for private institutions, and for the entire group.

Among the private institutions, chief administrators tend to administer directly to a greater extent the area of institutional development than the other three areas while the highest proportion of multiple assignments is also in the area of institutional development.

One finds in the part of the study which deals with the extent of provision for separate administration of each of the four major administrative areas the highest percentage in business management. In the section relating to the direct administration by the chief administrator, the highest percentage appears in academic administration; and in the part concerned with the combination of administrative areas, the highest proportion is equally shared by the academic and student services areas. Finally, business management has the highest percentage of the four areas in the extent to which multiple assignments within the president's span of control are reported.

Locus of Assignment of the Positions of Registrar, Director of Admissions, and Librarian

The study gives special consideration to the locus of assignment of three positions—registrar, director of admissions, and librarian. Some support has been advanced for assigning the positions to the president's span of control; others have suggested that the positions should be assigned either to the area of academic administration or to that of student services.

The organization charts of the 608 participating institutions generally show a provision for the positions of registrar and librarian; however, slightly fewer than half of the charts show the position of director of admissions.

Among the participating public institutions, the locus of assignment for the three positions is varied; the registrar tends to be in the president's span of control, the director of admissions tends to be assigned to the student services area, and the librarian tends to be placed in the academic area.

On the other hand, among the participating private institutions, all three positions are most likely to be assigned to the area of academic administration.

CHAPTER IV

Findings, Conclusions, and Recommendations

Findings

FINDINGS which emerged from this study can be summarized in brief around three questions which are frequently asked by college and university administrators, board members, and scholars in the field. These are: (1) Is there a relationship between the control of the college, public vs. private, and the way the college is organized? (2) Is there a relationship between size of enrollment and plan of organization? (3) Are the plan of organization and level of offering (junior college, 4-year, master, or doctor degree-granting) related?

As anitcipated in the presentation of an organizational plan (ch. I) for use as a model for analysis and discussion, variations and departures from the proposed pattern are not only many and varied, but may be of questionable justification in too many instances. Although the four administrative areas are generally shown on the organization charts, too often they lack an administrative centralization which would tend to create a manageable presidential span of control.

Control Related to Organization

When control is considered, the presidents' spans of control in the public institutions are comparable to those in the private group in mean size (public 7, private 6), and in range (public 2–34, private 2–40). They are strikingly different, however, in the extent to which a separate officer, responsible directly to the president, is assigned jurisdiction over a major category of administrative activity.

The proportionate extent to which the public institutions (244) herein provide a separate administrator in each of the four categories set forth in this report ranges from a low of 52 for institutional development to a high of 66 for academic affairs. The private group (364) contrasts sharply with the public in both range and category with a low (49 percent) in student services and a high (81 percent) in business management. It is interesting to ponder these highs (public: institutional development; private: business affairs) and lows (public: academic affairs; private: student services).

Enrollment Related to Organization

When size of enrollment is considered, public and private institutions herein show differences in organizational pattern as reflected in size, range, and administrative areas in the president's span of control. The public institutions of more than 2,500 students indicate a larger mean size and range in size in the president's span of control than do the public institutions of fewer than 2,500 students. The private institutions, however, do not show this same relationship between enrollment size and size of the president's span of control. It is of interest also that both public and private institutions report the largest range in the president's span of control in the enrollment interval of 5,001 to 10,000.

Institutional development is the administrative area in the public institutions with the most clearly marked relationship between enrollment size and separate administrative officers in the president's span of control. Student services is the area that stands out in the same manner for the private category. The relationships of these areas with enrollments are of added interest, because for both public and private institutions these areas have the lowest proportions of separate administrators.

Control and Level of Offering Related to Organization

When control and level of offering are considered, the public and private institutions herein have differing spans of control for the president in respect to size, range, and emphasis on administrative areas.

At the doctor's level, the public universities report a mean size of 12 in contrast with a mean size of nine reported by the private group. At the master's, 4-year and 2-year levels, the reported differences in size between these groups are not appreciable.

Differences in range, however, do appear at all levels. The public 2-year, 4-year, and master degree-granting institutions show a larger range in the president's span of control than do the private institutions in these same levels of offering. A reverse situation, however, occurs in the doctor degree-granting institutions; at this level, the private institutions report a larger range in the president's span of control than do the public institutions.

While the public institutions as a group show the highest percentage of separate officers in academic affairs and the private institutions report their highest percentage in the area of business management, some differing practices become apparent as the higher institutions are, in addition, analyzed in terms of level of offering. Among both public and private 2-year colleges the highest percentage of separate officers is reported in the academic area. In the public 4-year and master degree-granting institutions, the academic area, again, shows the highest proportion of separate officers; in contrast, however, in the private colleges and universities at these two levels the area of business management has the highest proportion of separate administrators. At the doctor degree-granting level both public and private institutions report their highest percentage of separate officers in the area of business management.

Control, Level of Offering, and Enrollment Related to Organization

In the participating public 2-year colleges, larger means and a more extended range are reported for the president's span of control for colleges of fewer than 2,500 than for those in the larger enrollment intervals. A similar analysis cannot be made for the private 2-year colleges since all those in the study report enrollments of less than 2,500; however, it is noteworthy that both the public and private 2-year participating institutions report identical means.

At the bachelor's level the public college participants show no relationship between the mean size of the president's span of control and enrollment below the enrollment level of 2,500; in contrast, the participating private institutions below 2,500 report an apparent direct relationship between these two variables. Above the 2,500 point, the public institutions report a sharp increase in the mean while the mean for the private institutions tends to level off.

Noteworthy is the lack of relationship which size of enrollment bears to the mean size of president's span of control in institutions offering the master's and the doctor's degrees.

The number of administrative areas which show some relationship to the size of enrollment varies with level of offering and type of control. Such a relationship exists in those institutions in which the proportion of separate administrators in a given area tends to increase as the size of enrollment increases. Two of the groups of higher institutions—the private 4-year colleges and the public master degree-granting institutions—report as many as three out of the four administrative areas which show this type of relationship. On the other hand, the public 2-year colleges and the private doctor degree-granting institutions report only one area each in which there is an apparent relationship between the extent to which provision is made for separate administration and size of enrollment. It is of interest, however, that all other levels of offering, both public and private, report at least two areas each in which this relationship appears.

When the 608 higher institutions are considered as a total group regardless of enrollment, type of control, and level of offering, the model of organization is most nearly approached in the area of business management in which 73 percent of the institutions make provision for separate administration. In contrast, the model of organization is least approached in the area of student services in which only 51 percent of the total group of participating institutions provide for separate administration in the president's span of control.

Locus of Assignment of Three Particular Administrative Positions in Organization Plans

Particular attention was directed in this study to the locus of assignment of three major administrative positions: the registrar, the director of admissions, and the librarian. The participating public institutions as a total group tend to assign the registrar to the president's span of control, the director of admissions to the student services area of administration, and the librarian to the academic area. Among the private institutions included in the study, all three positions tend to be assigned to the area of academic administration.

A Look at the Administrative Organizations

While considering relationships which characterize internal structure, one should remember that a collegiate institution's organization should be specifically tailored to its peculiarities and needs. On the other hand, as indicated by a look at the organization charts in this study, few colleges foresee the requirements of their expanding enterprise and design the organization for dynamic administration and growth in line with stated objectives in higher education.

In general, the administrative organizations in the institutions have grown up without benefit of critical attention. Once established, they have inclined the institutions toward rigidity rather than toward flexibility adaptable to changing circumstances and special problems. Noteworthy shortcomings include: (a) too many officers reporting to the president, (b) student personnel interests uncoordinated and scattered among a number of officers and faculty members, (c) academic administration not clearly identified, and (d) scant attention given to institutional development as a discreet category of general administration.

As a result in many colleges and universities, organization planning is an area of clearly marked weakness in terms of their educational plans. Not only are faculties conservative when internal change is suggested, but trustees are slow to change established institutional statutes which provide the organizational framework. Fortunate indeed is that institution whose trustees understand and accept their responsibilities with respect to the kind of organization required to marshall the institution's efforts for the future.

This tendency of institutions to develop and expand their organizations in response to immediate exigencies arising from present problems indicates at least a partial explanation for the kind of relationships found and the way the institutions are organized. Indeed, the present organization structures of a number of collegiate institutions reflect anachronistic patterns of organization developed for particular reasons which existed only in the past.

Conclusions

Collegiate institutions must face the practical necessity of improving channels through which the duties of various individuals are related, and through which the measures and policies of those who govern become effective. In spite of the fact that these channels are not the whole of an organization and do not automatically assure distinguished management, they are essential for good administration and must be based on sound internal structure.

In the judgment of the authors, a governing board and president interested in streamlining organization can best begin in cooperation with the executive staff and faculty, by developing a basic plan for the board's consideration and approval. The plan should include: (*a*) a line-staff chart indicating working relationships among the general administrative officers and showing and making explicit their several relationships with operating and subordinate personnel; (*b*) a clear distinction insofar as it is possible between policy-making and policy-administering machinery; (*c*) a clarification of the advisory nature of committees; (*d*) a clarification of the role of the faculty as an organized group; and (*e*) position descriptions for the various administrative officers containing explicit definitions of responsibility with commensurate authority and procedures designed to help the institution realize its goals.

The structural flow chart should clearly show those members of the staff who work with and report to the general administrators —four suggested in the model of organization—according to the functional areas to which they are assigned. Even in a small college in which the president retains jurisdiction over one of the functions, as he may well do, for example, in the matter of institutional development, that fact does not justify the omission of clear-cut lines of responsibility and authority for performing the particular set of functions in question. Full-time assignment of an individual in each of the four major administrative areas is not essential. Smaller institutions often observe a line-staff arrangement through assignment of personnel on a part-time basis. The important thing, however, in each of the four areas is a clear-cut delegation of responsibility for the administration of a group of functions with an adequate authority for the fulfillment of the assigned tasks.

Job specifications of administrative officers should be published

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in an institutional guide or manual, along with the flow charts. To assure objective consideration, the qualifications of candidates for vacancies in key positions should be judged in terms of these carefully prepared position descriptions.

Recommendations

Constructive suggestions to boards of control and presidents of colleges and universities can be offered on the basis of outcomes of this study coupled with a general understanding of the problems that commonly confront the administration of higher education. The following, in the judgment of the authors, are sound:

1. Boards of control of colleges and universities should frequently review and revise as necessary the organization for administration of their institutions.

2. A timetable for putting the plan agreed upon into effect should be a first step in its implementation, taking into account obligations affecting the status of individuals now in positions, and the necessity of maintaining morale as high as possible during the time that reorganization is being effected.

3. The span of control of the chief administrative officer should, in general, number four persons; one for each of the four major administrative areas. This number in smaller colleges may be reduced by the extent to which the president himself engages in the direct administration of a given area and by the extent to which administration of two areas may be feasibly combined. The number, on the other hand, may be increased in larger and more complex institutions in those instances (a) in which new programs require direct supervision, (b) in which a geographic dispersion of program requires a separately administered part of the organization, or (c) in which sound personnel considerations preclude reorganization at this time.

4. Job descriptions of administrative posts should indicate their responsibility to recognize and use the standard major instruments of control for effective supervision. These include: preparation and the administration of the budget; procedures of faculty appointment, promotion, and retention; and a variety of reporting procedures.

CHAPTER V

Problems and Issues in Reorganization

THE PURPOSE of this chapter is to bring into focus the issues and practical problems that trustees and presidents need to resolve in successfully reorganizing the administrative structure of a college or university. These problems and issues are presented in terms of the president and his four general administrators: namely, for academic affairs, student services, business affairs, and institutional development. The authors recognize that many of these issues can be resolved in more than one way, and at the same time, efficiency and economy of operation can be achieved.

The phenomenal growth of American colleges and universities since World War II has increased the need for administrative reorganization. This growth is reflected by burgeoning enrollment figures. Less visible, but no less real, however, has been the concomitant growth in curricular programs, faculty numbers, student services, operational budgets, physical facilities, and programs of institutional development.

As additional students have been admitted to the higher institutions, a marked increase in the number of administrators has occurred with a consequent effect on internal organizational structure. When faced with growth in institutional size and complexity, new positions usually have been incorporated into existing structure. For example, after World War II when higher education was flooded with veteran students, a veterans adviser, usually directly responsible to the president of the institution, was appointed. Here he remained in many institutions and was never assigned to the student services area where, in view of his counseling functions, he probably should have been placed.

Another example of the need for a review of administrative structure has been brought about by the creation on many campuses of the position of director of admissions. The functions of this position were traditionally performed by the registrar and a faculty committee, and the new officer was at times assigned to the office of the registrar, a position long in existence in the higher education administrative hierarchy. The newly established position of director of admissions was also assigned to the director of student services and even directly to the president's span of control. Here again, when the locus of a position was once established, change was resisted and was too often not thoughtfully or seriously considered.

Perhaps one further example of an addition to administrative structure occasioned in part by the increase in enrollments and in part by the increasing heterogeneity in enrollments was the necessary provision for adequate student counseling services. On many occasions, the newly established position of director of counseling was placed within the span of control of the chief administrator of the college or university. Here again, despite the apparent need for placement elsewhere, too often the position has remained, thus providing a further expansion of the president's span of control.

An administrative organization which has as its basic rationale what might well be termed a system—or rather, a lack of system—of growth by accident and accretion suffers from a malady which is costly in both human and financial resources. The more than 600 organization charts examined in this study indicate in far too many instances that they must have developed in this fashion. Along with the fact that "prima donnas" are often appointed to positions within the president's span of control in order to reduce conflicts, this process of accretion explains some of the organization charts which lack a recognizable coherence.

Reorganization of an administrative structure is no simple procedure. It should be undertaken only after thoughtful planning and without undue haste. An awareness of possible pitfalls in such a project is mandatory for the cautious administrator and the prudent board of trustees. The time has come, nevertheless, and is doubtless overdue in many colleges and universities, for moving forward with plans for study and action to reorganize internal administrative structure to meet the new conditions that today confront the colleges and universities. The leaders of such a movement must realize they are dealing with the professional life-blood of articulate and socially sensitive intellectuals generally, as well as with a vested-interest group in the existing organization arrangement. Tolerance and a true regard for the worth of the individual must be observed in producing readiness for change. Subordinate administrators must be convinced that not reporting directly to the president does not mean a "layering under" administratively. Instead, if the reorganization is to work, they must genuinely accept the change as a decentralization of administration.

In an organization for administration of higher institutions which calls for a unitary type of structure at the level of the president, supported by four major administrative components, the president alone serves as the executive officer of the board of control and the chief administrator of the institution. At the same time, he agrees genuinely to delegate his authority or power in the interest of better administration. No assurance can be given that automatic controls will regulate the structure below the president's level; here is where basic reorganization is most often needed. What are the best procedures for undertaking a reorganization of the administrative structure? What are some of the special problems which will possibly be encountered? What are some of the issues in organization peculiar to institutions of higher education which must be faced?

The Presidency

Boards of control wishing to streamline organization in terms of the pattern discussed herein must first have a president who wants to move in this direction. Conversely, a president with the "know-how" and desire to reorganize the structure for internal administration must first have an understanding board, fully informed and ready to support him as action toward administrative changes are recommended. Indeed, most boards depend upon their chief executive for leadership in these matters, and plans for reorganization are of little value if the president is ineffective in this management function. He can be ineffective, for example, by being too timid, insensitive to opportunities for timely action, or overly sensitive to personality situations.

In addition to imagination and skill in organization realities, the president must have a firm appreciation of the nature of those elements to be organized. He must recognize advantages accruing to the institution through the best use of his own time along with the best use of the institution's personnel and financial resources. He should value adequate supervision of control for the multitude of functions which must operate satisfactorily and efficiently in an institution which expects to meet its obligations and responsibilities. Without such insights based on experience, a president is at a real disadvantage in reorganization activities.

Implementing changes in organization is more than a mere matter of dreaming up charts and writing job specifications. Properly drafted, charts and job descriptions are excellent, and are widely considered as necessary elements in good organization, but they will not in themselves get the job done. Fundamentally, however, reorganization involves human commitments up and down the line, throughout the faculty, and staff, and by the board of trustees. Moreover, it involves a re-sorting of duties and responsibilities within this complex.

The big danger lies in the possible disposition of some presidents, lacking practical experience in the techniques of reorganization and enamored of line-staff charts, to overlook the peculiarities and temperaments of those who are to carry on the work. Instead of a chart which should be considered basically as a means to an end, the chart becomes an end in itself.

Neither a haphazard organization nor one developed along idealistic lines without regard for the human element can be expected to function effectively. The mold for an organization is essential, but it is the men and women at hand who make the plan work. Good administration not only involves the effective use of individual differences, but establishes methods of correcting imbalances which may exist between the level of competence of an individual on the one hand and the job description and the organization structure on the other. Since no two people can bring the same elements of personality, motivation, and ability to a job, compensating adjustments in the organization should accompany personnel appointments and changes. Most presidents find it more realistic to tailor job patterns to the individual than to tailor human abilities to a particular job pattern. At times, however, such adjustments can go so far that the structure itself can lack an essential cohesiveness; spans of control can grow too large in an effort to adapt structure to competence and personality; and, as a consequence, very real problems can eventually develop when changes in personnel occur.

The wise executive, therefore, will follow the "golden mean" in his emphasis on formalizing the organization pattern. He will try to analyze and understand research on organization behavior. Reliance on recurring reviews of his own organization for light on problems peculiar to his campus will help him anticipate and allay fears of innovations in the administrative structure. As a consequence, his major administrators will not be subjected to the frustrations which can often lead to a devastating power struggle when changes in organization occur. Thus the judicious president will set the stage for developing a sound, streamlined organizational structure for the institution, in which all personnel will be properly assigned and supervised.

Whatever the design of the flow chart found to work best for a specific institution, the chart should have an administrative centralization which tends to create a manageable presidential span of control. As a beginning toward the accomplishment of this objective, the authors recommend keeping in mind the basic 4-man type of control (span) depicted in chapter I as a workable model with four major categories of administrative activity: academic administration, student services, business management, and institutional development. Of course, in actual practice a specific institution may find many variations and departures (discussed in chapter I) necessary in adapting this model to its requirements (recommendation 3, chapter IV). Retention of the idea, however, gives direction and consistency to planning and action in administrative reorganization.

The advantages of this 4-man type over some of the other designs include: (1) a unity of control; (2) an opportunity for the president to work with some equality of time and energy with all sectors of the institution; (3) an internal unity of operation for each of the four major segments; (4) a delegation of responsibility with commensurate authority; (5) an excellent overview of operations for the president; and (6) a provision for coordination of the internal organization.

Academic Administration

Academic administration as it has been developed in this study includes the development and implementation of policies relating to faculty personnel, curriculum, and instruction. In this particular area administrative structure is affected by several factors, many of which are historical in nature. Authority and responsibility for academic programs have in many cases been assigned or assumed at sundry spots which are not always easily identifiable with the usual concept of the line-staff organization chart. In the administration of academic affairs, also, some colleges and universities have assigned both advisory and administrative roles to a variety of faculty committees. Another factor which may tend to affect reorganization plans in the academic segment is the extent to which the faculty as an organized body has either been assigned, or by tradition has assumed, varying degrees of responsibility and authority relating to faculty personnel, curriculum, and instruction.

Another point of potential confusion in academic administration grows from the honest conviction of some that the whole area of student services administration is not properly separable from the academic area. This is more than the issue of whether the functions of the registrar and those of the admissions officer, discussed later in this chapter, should be assigned to the academic or to the student services area. The conviction held by those who are opposed to a separation is based rather on the notion that all of the functions usually encompassed in a program of student services exist only as a kind of support for the academic program. On the other hand, many others feel that a separation is not only possible but is actually, with adequate coordination, desirable. That a program of student services does have a kind of integrity of its own is a proposition that will have to become a part of an institution's philosophy of organization if it hopes to move forward along the lines suggested in the pattern for organization advanced by this study. An early decision on this major issue is essential.

Another point which may provide a potential element of confusion in planning for reorganization is the extent to which schools and departments which have limited institutional controls exercise an independence of action in the various phases of academic affairs. This is found especially in the larger universities. Any plans for reorganization must, of necessity, take development at the departmental level into account, and in turn must provide for a satisfactory degree of coordination among the schools and departments. In addition, there must be a sufficient provision for an adequate control by the major academic officer. He, in the last analysis, should be the one person accountable to the president of the institution for the administration of academic affairs.

Confusion or lack of understanding of the organization for administration of academic affairs in a college often results in a kind of power struggle either within a faculty or between the faculty and the administration. This can be avoided by making sure that all personnel are aware of what responsibilities and authority in the academic area have been delegated and to whom they have been delegated. While a faculty's legislative sphere is properly restricted to delegated powers, its influence on specified policy and procedure should be limited only by the insight and resourcefulness of its members. Administrative organization should allow such influence without dislocation of responsibility or integrity.

Administrators and faculty members will need a mutual trust and faith in the solution of the various problems related to reorganization. Cooperation must begin with an attempt to clarify the areas of authority and responsibility which properly belong to each, and those which by their nature are a joint responsibility. Decisions which fall in the area of cooperative responsibility touch, for example, on faculty loads, minimum enrollments in a class, course proliferation, utilization of classroom space, and scheduling of classes. It is inescapably evident that a joint quest for an increasingly efficient use of available resources is a necessary goal for effective academic administration.

Student Services Administration

The student services program of a college or university usually includes all or some of the following kinds of programs: Admissions and registration; counseling, advisory, and testing services; student financial aids; student health services; placement; student housing; food services; and student activities. In addition, faculty advisory programs and special clinics are often included in this category.

As a student body on a particular campus becomes larger and/or more heterogeneous, this complex of student services broadens and develops, necessitating an organizational structure which provides for coordination and efficient operation. The rising costs of higher education highlight the demands for more economical use of facilities and personnel.

Proper organization and staffing for these services have occasioned much concern among those responsible for the management of colleges and universities. On the one hand, the close identification of these services with the academic area in the past raises doubts over regrouping them for administrative purposes. On the other hand, growth in complexity and size of institutions have necessitated the organization of students services into a separate administrative unit.

Trustees cannot take a direct role in student affairs. Presidents can no longer tramp the campus at night looking after student welfare. Academic vice presidents and deans do not have time to supervise the buying of food or to run the student union, much less to handle disciplinary problems. Advisory and counseling activities have come to require far too sophisticated and technical a knowledge to be handled as a sideline to the academic program. The logical step now is a unified comprehensive program of student services under the jurisdiction of a major officer in the president's span of control.

This modern concept of student services management has given rise to the emerging role of a special major administrative officer and highlights the parts played by other administrators, such as personnel deans, directors of counseling, health, religion, and student activities. It appears to be quite safe to predict that a rising demand for these services will mean that student services will accordingly become a more and more important segment of the internal organization for college administration.

Administration of Business Affairs

Because of the nature of business management and the kinds of training needed by those who are engaged in it, the logic for grouping the related activities in this area for administrative purposes is easier to see. However, decisions regarding the form of organization for business management are influenced by a number of factors. These include, for example, the qualifications of the personnel available, the type of internal organization envisioned for the entire institution, and various precedent actions taken at the college. In addition, some further limitations result when the responsibilities of certain positions, such as comptroller, investment officer, treasurer, and others are specifically described in the institutional charter. Finally, in public institutions, the role of the chief business officer is shaped by controls exercised by such agencies of State government as the auditor, budget officer, and State purchasing agent.

As a result, in a number of colleges and universities the administration of business affairs is, to some extent, characterized by a divergence of practice in the way that different business officials report to the president and to the board of trustees. From this diversity arise most of the problems and issues faced in reorganizing the area of business management.

Officials in the business area more often than any others report directly to the governing board. Occasionally, subordinate officials in this area, for example, the plant engineer or the superintendent of buildings and grounds, report directly to the president of the institution, creating a structure in which two or more business officials may be expected to report directly to the president. In the former instance, a division of responsibility exists and no single officer can be held accountable by the governing board. In the latter instance, there can be a lack of coordination and at the same time an unnecessary extension of the president's span of control.

Among the specific functions of business affairs in which ambiguity about the locus of responsibility and authority exists often are: the investment of institutional funds; the maintenance of the physical plant; the construction of physical buildings; the supervising operations of various auxiliary enterprises, faculty, and student housing; and the administration of the internal audits.

The authors see no valid reason why all these activities and other related ones not mentioned should not be combined under the jurisdiction of a single executive officer responsible to the president for all phases of business management. Organization along lines suggested in this study would, therefore, distribute the various related business functions among competent officials reporting to a single executive, usually termed a director or vice president for business affairs.

Administration of Institutional Development

The model administrative design proposed in chapter I calls for a major line officer—a director of institutional development—as one of the four arms of the president. An organizational structure which includes a director of institutional development at this particular level is relatively new and, at this point, is not stabilized among American institutions of higher education. This is due to the fact that only in recent years has the average collegiate institution considered development, public relations, and alumni work as a major institutional responsibility. Some measure of instability may also stem from the actual nature of the function itself. By definition, it can have at once an administrative integrity and a breadth which can touch on all other aspects of institutional organization. This unusual concept must be understood and accepted by all concerned if effective administration is to result.

Increasingly, colleges and universities are selecting directors of institutional development who are given responsibility and authority for the administrative coordination of all segments in this area. Size and complexity of institutions have made it impossible for the president to direct and coordinate these within his own span of control. The public relations function has thus become a major activity, where it was formerly concerned with little more than commencements and football. A group of well-organized alumni is now more essential than ever, if a college or university is to look to the future with confidence. The necessity for special fund raising programs has become inescapable.

While the authors think that reorganizational plans should be developed in line with the patterns suggested in this study, the administrative area of institutional development is so new that many boards and presidents are trying to determine its place in the overall organization. In those instances, for example, where the director in this area is made responsible to the business officer, his functions are usually limited to fund-raising, and someone else performs the other public relations functions unrelated to fund-raising. Problems may arise, however, if the responsibility for financial promotion is assigned to the business manager; fund-raising is more the direct concern of the president than that of the business manager and certainly needs to be related to all of the other aspects of institutional development. Continued attention should be given future studies of college and university administration to the emerging role of development officers.

A variety of approaches are currently being explored. An institution in California, to cite a specific example, reports that the director of public relations, the development officer, and the alumni and placement director are under the jurisdiction of an assistant to the president. The latter approach maintains the notion that development is a staff assignment rather than a line assignment.

Coordination in administration in this area is possible in two ways. It can be done either by the president himself or it can be accomplished by an administrative officer responsible directly to the president. When all phases of institutional development are within his span of control, it is, of course, possible that each will "go off" in a separate direction. With the president too busy on other matters to warn him and not knowing some of the intricacies involved, he may listen to the "Monday-morning quarterbacks" who are often ready to advise on institutional development. Such a procedure can be costly and result in misunderstandings both on and off the campus. On the other hand, coordination by a separate administrator can avoid a diffusion of effort, and this separate administrator can, at the same time, be held accountable by the president.

A plan that will coordinate all functions which relate to institutional development is suggested in this report. The broad duties indicated for the officer responsible to the president for this category of administration call for broad authority. In the years ahead, presidents will find it more difficult to provide directly for the administration of institutional development and at the same time give equitable and adequate consideration to other institutional services and areas of administration. This does not mean that the president in any sense abdicates his responsibility or his vital interest in the area of institutional development. Even with the most able man available in charge of this area, the president will still have to give a large part of his time and energy to selected phases of institutional promotion and development. The political and social considerations of this work will continue to give this particular area a high priority among his duties. Relationships with the public are so sensitive in this area that he will find it more difficult to delegate these responsibilities than those in the areas of business affairs, academic administration, and student services.

Extreme care must, therefore, be exercised in the selection of an individual for the position of director of institutional development. Every effort should be exerted to select someone with abilities which complement the capacities and interests of the president. It is normal for a fund-raising president, who has had experience and enjoys this function, for example, to keep it for his own staff. If he is a president who goes in for public relations, he may wish to reserve many of these functions for himself. If, however, he is a "scholarly" president and desires to work in other areas, he should doubtless plan to delegate most of these functions to a director of institutional development and the staff immediately responsible to this director. Here again, as in all planning for institutional reorganization, the human element enters the picture and sets limits and direction for any changes in organization which are anticipated.

Some Issues

Usually and without too much difficulty the activities performed in most higher education institutions can be assigned to one or another of the four administrative areas suggested in this study: academic, business, student services, and institutional development. The discussion of some of the issues which are occasionally raised is presented at this point, rather than earlier in this chapter, to avoid the inference that one type of assignment is to be preferred to another. The very nature of some of these sundry activities suggests, however, a rationale for the assignment to more than one administrative segment. Strong support for alternative assignments can be, and often is, put forward. Decisions must be made in favor of one or another assignment. The nature of the duties performed usually demands a special kind of coordination between areas in all instances. The discussion of the assignment to an administrative structure of officials responsible for several functions about which questions are often raised follows:

(1) *Director of Admissions.*—Should this position be assigned to the academic or student services area? Those who advocate the academic area stress that admission of students is primarily a determination of eligibility in terms of the individual's academic competence. On the other hand, an equally strong argument can be advanced that the business of admission involves more than just academic competence and is, therefore, a counseling task. While boards and administrators will recognize that both points of view may have merit, a decision in terms of emphasis will have to be made. However the decision goes, careful and adequate provision for coordination between the two areas for the administration of the admissions function is essential.

(2) *Registrar.*—Here again, the question is whether the position of registrar should be assigned to the academic or the student services area. It can be readily agreed that the registrar's chief responsibilities include the registration of students and the recording and analysis of student grades and that these are predominantly academic in nature and should thus be assigned to the academic area. In contrast, agreement can just as readily be secured in support of the notion that these responsibilities are essentially an integral part of an institution's counseling program and should thus be organized in the student services branch. Whatever decision is made on the assignment of this position there must, of course, be adequate provision for inter-area communication. If the position is assigned to the student services area of administration, there must be a provision for an adequate control by those who have special responsibility in academic administration. If the assignment goes to the academic area, adequate ac-

knowledgment of the counseling aspect of these functions must be provided.

(3) *Director of Housing.*—In this instance, the question usually is whether this position should be located in the area of student services administration or in that of business affairs. Not only can a rationale be advanced for either of these locations, but the notion can be suggested that the director of housing should report to the major administrative officer in *both* areas. Student services personnel feel rather strongly that housing is without question an integral part of an effective student services program. Personnel in business consider student housing a business proposition; rooms are rented and maintenace must be provided. The in-between position suggests that the director of housing should report in the student services area in matters relating to assignment of rooms and the overall direction of student life within the dormitory and that he should report to the major officer of business affairs, or to one of his subordinates, in those matters relating to general maintenance. If the decision follows either the first or second approach, adequate coordination is mandatory. If the third approach is followed in a plan of reorganization, the kinds of functions for which the director of housing is responsible must be clearly delineated and there must be a clear understanding by all parties concerned on which functions he has responsibility in the student services area and on which he reports in the business affairs area. If a person is asked to report to two different persons, extreme care must be taken that he reports for *different* functions and never the same functions. In such cases, moreover, there must be an adequate provision for lateral communication between the two areas concerned.

(4) *Librarian.*—If the position of librarian is to be assigned to one of the four major administrative areas—and this study has advanced the notion that in most cases all of the functions performed in institutions of higher education can be so assigned—the usual recommendation is assignment in the academic area. The obvious rationale for this is that the library chiefly functions in support of the instructional and research programs of the institution. The chief question which arises in relation to the assignment of the positions of librarian is, therefore, not which of the four administrative areas should be selected, but whether any at all should be chosen. A point of view which is heard in some quarters is simply that the librarian should report directly to the president of the institution since it is felt that the library has broader functions than already suggested and should, therefore, not be

"submerged" in one particular area. The question here can be easily resolved if the basic notion of the four major areas has been accepted as a guide in a plan of reorganization. If it has not been wholly accepted, the locus of the librarian in the administrative structure becomes one of the questions which will have to be faced and finally resolved in the development of organization plans.

(5) *Director of Athletics.*—When this position is placed in one of the four major areas, it is usually assigned to student services. The reasoning for this approach is simply that athletics is properly a part of a total student recreation program. When a director of athletics is also responsible for the direction of the course work in physical education, he may be expected to report to the major officer in the academic area—at least for this particular function. Actually, the big question is not whether this position should be assigned to the student services or to the academic segment, but whether to make an exception and locate the director of athletics in the president's immediate span of control. Another factor which may complicate the administration of an athletics program is the extent to which the institution has determined that athletics should be subject to faculty supervision and control. This phase of the problem can be minimized so long as this aspect of faculty control can be restricted to control of policy, rather than the control of direct administration.

(6) *Director of Student Loan Program.*—Should this position be appropriately assigned to the student services or to the business area? On the one hand, there are those who contend that student loans should be treated as an integral part of an institution's total counseling program and, therefore, the administration's loan program must be located in student services. On the other hand, there is support for the notion that loans are strictly a business affair and thus the administration of such a program is logically placed in the business office. While there may be merit in both points of view, a decision on the location of this position in an institution's plan for organization will have to be made. Because of the nature of the functions involved, there must be a careful provision for coordination between the two administrative branches indicated.

(7) *Administrator of Scholarships and/or Fellowships.*—To some extent a rationale can be advanced for the administration of these functions in any one of the four administrative segments. A relationship to the instructional program, to the counseling area, to business, and to institutional development can be identified by various protagonists. The usual question here is whether the

assignment should be in academic affairs or whether it should be in student services. Along with the decision on location in the plan of reorganization, there must be a sufficient provision for interarea communication and coordination. One further note of warning: although the administration of scholarships and fellowships is here presented as a single-problem area, there is doubtless some wisdom in examining the question of locus of assignment separately. The rationale may be quite compelling for the placement of both policy and administration of a fellowship program in the academic area. On the other hand, the rationale for such a concentration for the direction of a scholarship program may appear to be less urgent.

(8) *Director of Student Recruitment.*—The issue in relation to this position is whether it should be assigned to the area of student services or to that of institutional development. In addition, there may be some who will advocate that it be placed in the area of academic administration. Proponents of the student services area emphasize that student recruitment is basically a counseling enterprise and should, therefore, be administered along with other counseling functions. On the other hand, institutional development personnel suggest that the interinstitutional aspects of a student recruitment program mandate its assignment to that particular area. Wherever the asignment is made, the interarea aspects of this particular function must be recognized and a feasible and workable lateral coordination must be developed.

(9) *Editor of the College Catalog.*—The issue concerning the responsibility for editing the college catalog is usually whether it should lie in the academic area—with either the academic dean or the registrar—or whether it should rest with a specified individual in the area of institutional development. If the decision is made in favor of the former, then there must be adequate provision for the coordination of this particular publication with the several other publications issued by the institution. On the other hand, if the responsibility is assigned to the area of institutional development, there must be adequate provision that responsible personnel from the academic segment give a positive level of accuracy to the various academic parts of an institutional catalog. While decision on the assignment of this responsibility should, desirably, be made one way or another, the need for thoughtful and responsible communication is inescapable if effective administration is to be realized.

(10) *Director of the Student Union.*—The situation relating to the assignment of the individual responsible for the direction of

the student union is not unlike that of the assignment of the position relating to student housing. Here the decision must be in terms of the student services segment of the administrative structure or of the area of business management. How the decision goes in student housing may well influence the decision on the locus of assignment of the student union responsibilities. Again the need for interarea communication is of paramount importance.

(11) *Dean of Men and Dean of Women.*—The decision on the assignment here is not between two of the major areas of administration; rather, the decision which is usually faced is whether to place these officials in the student services area or in the president's span of control. Historical practice favors the latter and complicates the attempt to set up the 4-man span in the president's office. If the general organizational pattern outlined in this study is acceptable, then the obvious decision is the assignment of both positions to the student services area. In such a decision these positions will usually report to a dean of students. In the smaller colleges, however, these officials will often report directly to the president who because of the smaller size of the institution will be serving as his own dean of students; in other words, they report to him not as to the president but rather as to the chief student services officer. In this case, however, the president himself must provide the needed coordination in the administration of student services.

(12) *Director of Counseling and/or Advising.*—Student counseling and advising touch both the academic and student services areas. A possible solution despite the almost insurmountable difficulties of separation is the assignment of the professional counseling to student services and the academic advising to the academic area. Such a dichotomy is not simple and if administration is developed along these lines there must be a provision for communication and continuing relations between the two areas.

(13) *Director of Extension.*—The question concerning this position is whether it should be assigned to the span of control of the president or to that of an academic administrator. If the program of extension services is relatively new or if it is so developed that it includes extension centers some of which actually have their own physical plants, there may be a strong appeal for the assignment of the extension director to the president's span of control. On the other hand, since the major activities of these services usually fall in the area of instruction, then it would seem logical to ask the director of extension to report directly to the chief academic officer. If, however, instruction and services are

limited to a particular professional field, as in the case of agriculture extension work, then the director of such extension services is logically assigned to the span of control of the administrator of the professional area involved. However the assignment is made, there must be an adequate provision for functioning lateral relationships with most, if not all, of the major administrative components of the institution. Some of the points, for example, where such relationships are essential are in the areas of admissions, qualifications of staff, curriculum, management of plant, public relations, residence requirements for students, and student counseling.

(14) *Director of a Center.*—At some point in the development of plans for reorganization, questions will be raised concerning the feasibility and desirability of establishing or continuing various types of centers. Colleges and universities seem to establish centers for several reasons; generally they are created to accomplish a particular purpose which seems to be unattainable within the existing framework. One type of center is an organizational nucleus which is established to bring together a group of relatively isolated specialists who can thus be provided with the resources needed to concentrate on and solve certain selected large and relatively broad problems. Such a center may touch on all three of the usual university objectives: research, instruction, and community service.

Another type of center is the organizational nucleus which is created in a community not too far from the main campus. The purpose of the off-campus center, like that of the on-campus center previously described, is to focus on a relatively broad problem which in this instance is the providing of educational opportunities of a certain level and type to a particular community which is too distant from the main campus to make direct use of its facilities and resources. This type of center usually focuses on instruction and community service with only a modest effort in the area of research.

In addition to these two major types, the term "center" may also be used to designate the actual location of operation of a particular set of functions. In this category one occasionally finds such groupings as a counseling center, a testing center, or a health center. This third type usually encompasses a group of related functions and can usually be administered, with few questions raised, within one of the four major administrative components. There would probably be a fair measure of agreement that the three particular examples cited would be appropriately assigned to the student services area of administration.

Questions will arise, however, on the place of assignment of the first two types of centers described above. Undoubtedly there will be pressure to assign the position of director of the on-campus center to the span of control of the president of the institution. In view, however, of the predominant research purpose of such a center, there may be equal, if not greater, pressure to make the assignment in the area of academic administration. While there may be good reason for following the former course especially if the center is new or if there are certain personality problems in its direction, the latter course is the only one which may be considered eventually acceptable if the concept of organizational structure advanced in this study is accepted as a guide for reorganization. In any event, coordination with the academic area is essential.

Where should the off-campus center be assigned in the organizational structure? Should its director be placed in the president's span of control, should he be assigned to the academic administrative segment, or should he be assigned to the span of control of the director of extension? A sound rationale can be suggested for its placement in the president's span of control, especially in view of the geographic separation of the unit. When and if additional off-campus units are developed there may indeed be adequate justification for the assigning of a major coordinator of such units —a director of extension—to the president's span of control. On the other hand, such a center, along with other extension services, might well be assigned to the academic area, especially in view of its major instructional purpose. Whatever organizational arrangements are made, there should be clear lines of liaison with the academic area on the main campus, and these should be given special attention at the departmental level.

(15) *Director of Institutional Research.*—Here again is a relatively new functionary in higher education. The functions themselves are, however, not necessarily new. His task is usually the direction and coordination of all kinds of research relating to the many phases of an institution's operation. A few examples of research of this type are: studies of admissions criteria, unit cost studies, studies on space utilization, studies of patterns of financial support within an institution's constituency, and studies on the effectiveness of different instructional procedures.

The question here is whether this position should be considered as a line or staff position and where it should be placed in the organizational structure. Since the functions which are involved are basically of a service nature, the notion of a staff assignment appears to find some favor. If the research is to have fairly broad institutional involvement and implications, the position should probably be assigned to the office of the president. On the other hand, if the research is scheduled to be of more limited nature, a rationale can be properly advanced for the assignment of such a director in a staff position to the chief administrative officer of the particular administrative area in which the research will be concentrated.

(16) *Graduate Dean.*—Those institutions which are engaged in graduate instruction must decide in working out a program of reorganization whether to designate an administrator in this area and, if so, whether to assign this position to the president's span of control or to that of the major academic officer. Support for the former lies particularly in an attempt to give the program of graduate instruction a special status. On the other hand, if the latter course is followed, the resulting organizational structure will be in line with the pattern of organization suggested in this study.

Related to the issue of the assignment of the position of graduate dean are other questions which must be resolved. What is the relationship of the graduate dean to the deans of the various professional schools and to the various academic departments? Is part of the faculty to be designated as a graduate faculty and, if so, what are the criteria for selection? What are the primary functions of the graduate dean in respect to faculty personnel and curriculums? What is his role in the various research programs in the institution? What is his relationship to the various centers and institutes in the university? What is his role in institutional research?

Conclusions

Administration and the organization for administration are at best instruments devised to assist and provide leadership for an institution in the accomplishment of its stated and implied objectives. Despite the status and prestige which seem so often to be attached to the major positions in higher education administration, trustees, presidents, and deans must always perceive their roles in direct relationship to the achievement of their institution's objectives, often expressed in terms of research, instruction, and service.

Administrative leaders, if they have this type of perspective in mind, are in a position to provide the kind of direction needed for the analysis and study of the various component elements of an internal organization. Such an administrative review of the structure and operation of the management of higher education must always be considered as a continuing and constant process. Review of this type is essential if one accepts the notion that American colleges and universities are a vital and necessarily responsive instrument of a changing dynamic society. Organizational structure and its management must be adaptable to change within such a concept.

While the authors of this bulletin have lent their support to an organizational structure calling for a single chief administrative officer responsible to a governing board with four major units under such an officer's immediate control, they have recurringly emphasized the need for the occasional adjustment in structure to provide for a great range of differences among personnel. Structure has meaning and serves its purpose only insofar as it involves persons who can work together harmoniously in areas which fully challenge their interests and adequately tap the full resource of their competencies. If such an ideal in personnel management is to be achieved, there must be an involvement of personnel in the planning phase of reorganization and there must later be a full explanation of the rationale for decisions relating to organization once they are finally taken.

An element of successful administration which must become evident as plans move forward for reorganization and which can have an even more telling effect as a revised organization becomes operable, is in the area of adequate communication. An organization must make a very real and conscious attempt to provide for communication—and this becomes such a vital part of an adequate system of coordination—which can be both horizontal and vertical. It should be recalled too that communication, if it is full and complete, is a two-way affair. True communication is a product of both understanding and verbal skill and can be the key to good morale on a college or university campus.

The issues cited in this chapter illustrate to some extent the complexity of institutions of higher education and demonstrate some of the kinds of difficulties to be encountered in any attempt to develop a structure for a social organization. Several of the issues touch the very heart of the operation of an institution of higher education; others are of a more peripheral nature and in some institutions are not actually a matter of concern. They have been cited not only to identify points at which decisions will have to be made; but they have been reported largely to point out critical spots where difficulties have been encountered in the past and where despite organizational structure there is a continuing and pressing need for lateral coordination.

Reorganization moves forward on a basis of good will and mutual understanding. Organization and administration for organization find their purpose only to the extent that they provide for leadership and service in the realization of the purposes and goals of a particular institution.

APPENDIX

Table I.—Provision for administration of the areas of academic affairs, student leges in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 – 500	28	17	10	14	8	7	4	0	0	3	4	0	0	4	4	0	0
501 – 1,000	15	7	7	10	5	7	1	0	0	1	1	0	0	1	1	0	0
1,001 – 2,500	27	17	14	10	11	6	0	0	0	0	0	0	0	4	5	1	0
2,501 – 5,000	15	8	8	6	6	3	0	0	0	0	0	0	0	4	5	2	0
5,001 – 10,000	8	7	4	3	2	0	0	0	0	0	0	0	0	1	3	1	0
10,001 – 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	93	56	43	43	32	23	5	0	0	4	5	0	0	14	18	4	0
Percent	100	60	46	46	34	25	5	0	0	0	0	0	0	15	19	4	0

services, business affairs, and institutional development for public 2-year col-
administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	9	7	1	0	0	6	19	0	1	1	0	0	0	0	0
501 - 1,000	0	4	3	0	0	1	0	10	0	1	2	0	0	0	0	0
1,001 - 2,500	0	8	9	0	0	0	1	14	0	0	5	2	0	0	1	0
2,501 - 5,000	0	2	1	0	0	0	2	7	0	0	3	2	0	0	1	0
5,001 - 10,000	0	1	2	0	0	0	1	6	0	0	1	0	0	0	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	24	22	1	0	1	10	56	0	2	12	4	0	0	2	0
Percent	0	26	24	1	0	1	11	60	0	2	13	4	0	0	2	0

Table II.—Provision for administration of the areas of academic affairs, student leges in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	31	19	12	18	16	2	0	0	1	0	0	0	0	9	9	1	2
501 - 1,000	5	4	2	4	3	0	0	0	0	0	0	0	0	1	1	0	0
1,001 - 2,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	36	23	14	22	19	2	0	0	1	0	0	0	0	10	10	1	2
Percent	100	64	39	61	53	6	0	0	3	0	0	0	0	28	28	3	6

services, business affairs, and institutional development for private 2-year col-administrator. by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	8	12	3	0	2	0	9	0	0	0	0	1	0	0	0
501 - 1,000	0	2	1	1	0	0	0	1	0	0	0	0	0	0	0	0
1,001 - 2,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	10	13	4	0	2	0	10	0	0	0	0	1	0	0	0
Percent	0	28	36	11	0	6	0	28	0	0	0	0	3	0	0	0

Table III.—Provision for administration of the areas of academic affairs, student offering bachelor's and/or first professional degrees in the span of

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	4	1	2	3	2	1	0	0	1	0	0	0	0	2	2	0	0
501 - 1,000	10	8	7	7	5	0	0	0	5	0	0	0	0	2	2	0	0
1,001 - 2,500	16	13	6	7	7	0	0	0	9	0	0	0	0	3	3	1	0
2,501 - 5,000	5	4	4	3	2	1	0	0	1	0	0	0	0	0	0	0	0
5,001 - 10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	35	26	19	20	16	2	0	0	16	0	0	0	0	7	7	1	0
Percent	100	74	54	58	46	6	0	0	46	0	0	0	0	20	20	3	0

services, business affairs, and institutional development for public institutions control of the chief administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 – 500	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
501 – 1,000	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0
1,001 – 2,500	0	7	8	0	0	0	0	0	0	0	0	0	0	0	0	0
2,501 – 5,000	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0
5,001 – 10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10,001 – 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	9	14	3	0	0	0	0	0	0	0	0	0	0	0	0
Percent	0	26	40	9	0	0	0	0	0	0	0	0	0	0	0	0

Table IV.—Provision for administration of the areas of academic affairs, student offering bachelor's and/or first professional degrees in the span of

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	85	49	42	66	43	4	3	3	18	0	0	0	0	32	33	1	2
501 - 1,000	77	51	37	63	48	2	0	0	9	0	0	0	0	24	24	2	2
1,001 - 2,500	44	28	18	31	30	6	0	0	4	0	0	0	0	10	11	2	2
2,501 - 5,000	4	4	2	2	4	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	212	134	101	164	127	12	3	3	31	0	0	0	0	66	68	5	6
Percent	100	63	48	80	60	7	1	1	15	0	0	0	0	31	32	2	3

services, business affairs, and institutional development for private institutions control of the chief administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	7	12	22	0	0	0	0	0	0	0	0	0	0	3	0
501 - 1,000	0	16	12	18	0	0	0	0	0	0	0	0	0	0	0	0
1,001 - 2,500	0	15	11	8	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	40	37	48	0	0	0	0	0	0	0	0	0	0	3	0
Percent	0	19	17	23	0	0	0	0	0	0	0	0	0	0	1	0

Table V.—Provision for administration of the areas of academic affairs, student offering master's and/or second professional degrees in the span of

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 – 500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
501 – 1,000	4	4	3	3	1	0	0	0	2	0	0	0	0	0	0	0	0
1,001 - 2,500	24	19	16	17	17	2	0	0	3	0	0	0	0	3	3	0	0
2,501 - 5,000	30	25	19	21	22	1	0	0	5	0	0	0	0	4	4	0	0
5,001 - 10,000	8	7	4	7	6	0	0	0	1	0	0	0	0	1	1	0	1
10,001 – 20,000	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Total	72	61	48	54	52	3	0	0	11	0	0	0	0	8	8	0	1
Percent	100	85	67	75	72	4	0	0	15	0	0	0	0	11	11	0	1

services, business affairs, and institutional development for public institutions control of the chief administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
501 - 1,000	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
1,001 - 2,500	0	5	7	4	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	7	9	3	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	2	1	0	0	0	0	0	0	0	0	0	0	1	0	0
10,001 - 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	15	18	8	0	0	0	0	0	0	0	0	0	1	0	0
Percent	0	21	25	11	0	0	0	0	0	0	0	0	0	1	0	0

Table VI.—Provision for administration of the areas of academic affairs, student offering master's and/or second professional degrees in the span of

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	16	3	3	14	6	0	0	0	4	0	0	0	0	13	13	0	0
501 - 1,000	12	4	5	10	10	2	0	0	2	0	0	0	0	6	6	0	0
1,001 - 2,500	33	22	17	27	20	1	0	0	1	1	0	0	0	10	10	1	0
2,501 - 5,000	6	4	3	3	3	0	0	0	0	0	0	0	0	2	2	1	0
5,001 - 10,000	8	7	8	6	7	1	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	76	41	37	60	46	4	0	0	7	1	0	0	0	31	31	2	0
Percent	100	54	49	79	61	5	0	0	9	0	0	0	0	41	41	3	0

services, business affairs, and institutional development for private institutions control of the chief administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	0	2	6	0	0	0	0	0	0	0	0	0	0	0	0
501 - 1,000	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0
1,001 - 2,500	0	6	5	12	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	8	14	23	0	0	0	0	0	0	0	0	0	0	0	0
Percent	0	11	18	30	0	0	0	0	0	0	0	0	0	0	0	0

Table VII.—Provision for administration of the areas of academic affairs, student public universities in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
501 - 1,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1,001 - 2,500	2	0	0	2	2	1	0	0	0	0	0	0	0	1	1	0	0
2,501 - 5,000	10	5	8	6	7	5	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	22	9	11	18	12	8	0	0	0	0	0	0	0	5	5	0	0
10,001 - 20,000	6	1	3	4	3	3	0	0	0	0	0	0	0	2	3	0	1
Over 20,000	4	3	4	3	4	1	0	0	0	0	0	0	0	0	0	0	0
Total	44	18	26	33	28	18	0	0	0	0	0	0	0	8	9	0	1
Percent	100	41	59	75	64	41	0	0	0	0	0	0	0	18	20	0	2

services, business affairs, and institutional development for doctor degree-granting administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
501 - 1,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1,001 - 2,500	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	2	4	2	0	0	0	1	0	0	0	0	0	0	0	0
5,001 - 10,000	0	6	4	9	0	0	0	1	0	0	0	0	0	0	0	0
10,001 - 20,000	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	8	11	13	0	1	0	2	0	0	0	0	0	0	0	0
Percent	0	18	25	30	0	2	0	5	0	0	0	0	0	0	0	0

Table VIII.—Provision for administration of the areas of academic affairs, student private universities in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 – 500	2	0	1	2	1	1	0	0	0	0	0	0	0	1	1	0	0
501 – 1,000	1	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0
1,001 – 2,500	6	5	5	5	4	1	0	0	0	0	0	0	0	0	0	1	1
2,501 – 5,000	4	1	2	2	3	1	0	0	0	0	0	0	0	2	2	0	0
5,001 – 10,000	15	8	7	11	10	3	0	0	0	0	0	0	0	4	5	1	1
10,001 – 20,000	10	6	8	7	5	3	0	0	0	0	0	0	0	1	1	0	0
Over 20,000	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	40	22	25	30	24	9	0	0	0	0	0	0	0	9	10	2	2
Percent	100	55	63	75	60	23	0	0	0	0	0	0	0	23	25	5	5

services, business affairs, and institutional development for doctor degree-granting administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
501 - 1,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1,001 - 2,500	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	1	3	3	0	2	0	1	0	0	0	0	0	0	0	0
10,001 - 20,000	0	1	3	5	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	3	8	12	0	2	0	2	0	0	0	0	0	0	0	0
Percent	0	8	20	30	0	5	0	5	0	0	0	0	0	0	0	0

Table IX.—Locus of assignment of the positions of registrar, director of admissions, and librarian, 2-year colleges, by type of control and level of enrollment, 1959-60

Enrollment	Number of participants	REGISTRARS assigned to —					DIRECTORS OF ADMISSIONS assigned to —					LIBRARIANS assigned to —				
		President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PUBLIC:																
0 - 500	28	14	3	5	0	6	2	1	1	0	24	13	6	0	0	9
501 - 1,000	15	12	0	1	1	1	0	0	0	0	15	6	3	0	0	6
1,001 - 2,500	27	16	3	4	0	4	0	0	3	0	24	14	[1] 8	1	0	4
2,501 - 5,000	15	3	5	5	1	1	0	0	1	1	13	0	8	0	1	6
5,001 - 10,000	6	0	1	0	0	5	2	0	0	1	3	0	4	0	0	2
10,001 - 20,000	2	0	....	1	0	1	1	0	0	0	1	0	0	1	1	0
Above 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total—All groups	93	45	12	16	2	18	5	1	5	2	80	33	29	2	2	27
Percent	....	48.4	13.0	17.2	2.2	19.4	5.4	1.1	5.4	2.2	86.0	35.5	31.2	2.2	2.2	29.0
PRIVATE:																
0 - 500	31	15	12	0	0	4	3	2	0	2	24	12	[1] 14	0	0	5
501 - 1,000	2	1	1	0	0	0	0	0	0	0	2	1	1	0	0	0
1,001 - 2,500	3	2	1	0	0	0	1	1	1	0	0	0	2	0	0	1
2,501 - 5,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
5,001 - 10,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
10,001 - 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Above 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total—All groups	36	18	14	0	0	4	4	3	1	2	26	13	17	0	0	6
Percent	....	50.0	38.9	....	....	11.1	11.1	8.3	2.8	3.6	72.2	36.1	47.2	....	....	16.7
Total—Public and Private	129	63	26	16	2	22	9	4	6	4	106	46	46	2	2	33
Percent	....	48.8	20.2	12.4	1.6	17.1	7.0	3.1	4.7	3.1	82.2	35.7	35.7	1.6	1.6	25.6

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[1] Does not include additional academic dean already included under president.

Table X.—Locus of assignment of the positions of registrar, director of admissions, and librarian, institutions offering the bachelor's and/or first professional degrees, by type of control and level of enrollment, 1959-60

Enrollment	Number of participants	REGISTRARS assigned to —					DIRECTORS OF ADMISSIONS assigned to —					LIBRARIANS assigned to —				
		President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PUBLIC:																
0 - 500	4	2	1	1	0	0	0	1	0	0	3	2	[1]2	0	0	0
501 - 1,000	10	4	2	2	0	2	0	2	1	0	7	2	6	0	0	2
1,001 - 2,500	16	6	2	2	1	5	2	2	2	1	9	3	7	0	1	5
2,501 - 5,000	5	1	0	0	3	1	2	0	0	1	2	3	2	0	0	0
5,001 - 10,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
10,001 - 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Above 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total—All groups	35	13	5	5	4	8	4	5	3	2	21	10	17	0	1	7
Percent	....	37.1	14.3	14.3	11.4	22.9	11.4	14.3	8.6	5.7	60.0	28.6	48.6	....	2.9	20.0
PRIVATE:																
0 - 500	85	28	43	[2]0	6	8	10	15	0	8	52	29	42	0	4	10
501 - 1,000	77	17	52	0	2	6	9	17	1	7	43	21	42	0	1	13
1,001 - 2,500	44	9	26	3	2	4	9	12	3	2	18	16	23	1	2	2
2,501 - 5,000	4	1	2	0	0	1	0	2	0	0	2	1	2	0	0	1
5,001 - 10,000	2	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0
10,001 - 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Above 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total—All groups	212	55	124	4	10	19	28	47	5	17	115	67	110	2	7	26
Percent	....	25.9	58.5	1.9	4.7	9.0	13.2	22.2	2.4	8.0	54.2	31.6	51.9	1.0	3.3	12.3
Total—Public and private	247	68	129	9	14	27	32	52	8	19	136	77	127	2	8	33
Percent	....	27.5	54.2	3.6	5.7	11.0	13.0	21.1	3.2	7.7	55.1	31.2	51.4	0.8	3.2	13.4

[1] Does not include additional academic dean already included under president.
[2] Does not include additional dean of students already included under academic dean.

Table XI.—Locus of assignment of the positions of registrar, director of admissions, and librarian, institutions offering the master's and/or second professional degrees, by type of control and level of enrollment, 1959-60

Enrollment	Number of participants	REGISTRARS assigned to —					DIRECTORS OF ADMISSIONS assigned to —					LIBRARIANS assigned to —				
		President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PUBLIC:																
0 - 500	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
501 - 1,000	4	2	1	[1] 1	0	0	1	0	1	1	1	2	2	0	0	0
1,001 - 2,500	24	5	11	4	0	4	7	0	1	0	16	8	15	0	0	1
2,501 - 5,000	30	8	13	4	0	5	3	5	4	1	17	9	19	0	1	1
5,001 - 10,000	8	2	0	5	1	0	1	0	4	0	3	2	4	0	1	1
10,001 - 20,000	5	1	0	0	1	3	0	0	2	0	3	2	2	0	1	0
Above 20,000	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0
Total—All groups	72	19	25	14	2	12	12	5	12	2	41	24	42	0	3	3
Percent	....	26.4	34.7	19.4	2.8	16.7	16.7	6.9	16.7	2.8	56.9	33.3	58.3	....	4.2	4.2
PRIVATE:																
0 - 500	16	5	8	0	0	3	1	1	0	2	12	3	9	0	0	4
501 - 1,000	12	7	[2] 4	0	0	1	3	2	2	0	5	7	4	0	0	1
1,001 - 2,500	33	6	15	8	0	4	6	7	8	3	9	12	14	0	1	6
2,501 - 5,000	6	0	1	1	3	1	1	0	1	2	2	0	1	0	3	2
5,001 - 10,000	8	1	1	1	5	0	1	0	1	6	0	3	0	0	5	0
10,001 - 20,000	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
Above 20,000	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total—All groups	76	19	29	10	9	9	12	10	12	14	28	25	28	0	10	13
Percent	....	25.0	38.2	13.2	11.8	11.8	15.8	13.2	15.8	18.4	36.8	32.9	36.8	....	13.2	17.1
Total—Public and Private	148	38	54	24	11	21	24	15	24	16	69	49	70	0	13	16
Percent	....	25.7	36.5	16.2	7.4	14.2	16.2	10.1	16.2	10.8	46.6	33.1	47.3	....	8.8	10.8

[1] Does not include additional dean of students already included under academic dean.

[2] Does not include additional academiic dean already included under president.

Table XII.—Locus of assignment of the positions of registrar, director of admissions, and librarian, doctor degree-granting universities, by type of control and level of enrollment, 1959-60

Enrollment	Number of participants	REGISTRARS assigned to —					DIRECTORS OF ADMISSIONS assigned to —					LIBRARIANS assigned to —				
		President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PUBLIC:																
0 - 500	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
501 - 1,000	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
1,001 - 2,500	2	0	0	0	0	2	0	1	0	0	1	1	1	0	0	0
2,501 - 5,000	10	5	1	2	0	2	1	0	1	0	8	3	5	0	1	1
5,001 - 10,000	22	5	8	5	2	2	3	4	5	3	7	10	9	1	2	0
10,001 - 20,000	6	0	2	2	1	1	1	1	1	1	2	1	4	0	1	0
Above 20,000	4	0	0	1	3	0	0	0	1	3	0	0	3	0	1	0
Total—All groups	44	10	11	10	6	7	5	6	8	7	18	15	22	1	5	1
Percent	......	22.7	25.0	22.7	13.6	15.9	11.4	13.6	18.2	15.9	40.9	34.1	50.0	2.3	11.4	2.3
PRIVATE:																
0 - 500	2	1	1	0	0	0	1	1	0	0	0	2	0	0	0	0
501 - 1,000	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0
1,001 - 2,500	6	3	2	1	0	0	1	0	2	0	3	1	4	0	0	1
2,501 - 5,000	4	1	2	1	0	0	1	1	1	1	0	1	2	0	0	1
5,001 - 10,000	15	1	7	4	2	1	0	5	5	4	1	2	8	0	3	2
10,001 - 20,000	10	1	6	2	1	0	0	4	2	2	2	2	7	0	1	0
Above 20,000	2	0	1	0	0	1	0	1	0	0	1	0	0	0	1	1
Total—All groups	40	7	20	8	3	2	3	12	10	7	8	8	21	0	6	5
Percent	......	17.5	50.0	20.0	7.5	5.0	7.5	30.0	25.0	17.5	20.0	20.0	52.5	....	15.0	12.5
Total—Public and private	84	17	31	18	9	9	8	18	18	14	26	23	43	1	11	6
Percent	......	20.2	36.9	21.4	10.7	10.7	9.5	21.4	21.4	16.7	31.0	27.4	51.2	1.2	13.1	7.1

Table XIII.—Locus of assignment of the positions of registrar, director of admissions, and librarian, all institutions, by type of control and level of enrollment, 1959-60

Enrollment	Number of participants	REGISTRARS assigned to —					DIRECTORS OF ADMISSIONS assigned to —					LIBRARIANS assigned to —				
		President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart	President's span of control	Area of academic administration	Area of student services administration	Other	Not indicated on line-staff chart
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PUBLIC:																
0 - 500	32	16	4	6	0	6	2	2	1	0	27	15	[1] 8	0	0	9
501 - 1,000	29	18	3	[2] 4	1	3	1	2	2	1	23	10	11	0	0	8
1,001 - 2,500	69	27	16	10	1	15	9	3	6	1	50	26	[1] 31	1	1	10
2,501 - 5,000	30	17	19	11	4	9	6	5	6	3	40	15	34	0	3	8
5,001 - 10,000	36	7	9	10	3	7	6	4	9	4	13	12	17	1	3	3
10,001 - 20,000	13	1	2	3	2	5	2	1	3	1	6	3	6	1	3	0
Above 20,000	5	1	0	1	3	0	0	0	1	3	1	1	3	0	1	0
Total—All groups	244	87	53	45	14	45	26	17	28	13	160	82	110	3	11	38
Percent	....	35.7	21.7	18.4	5.7	18.4	10.7	7.0	11.5	5.3	65.6	33.6	45.1	1.2	4.5	15.6
PRIVATE:																
0 - 500	134	49	64	[2] 0	6	15	15	19	0	12	88	46	[1] 65	0	4	19
501 - 1,000	92	25	[1] 58	0	2	7	12	19	3	7	51	29	47	0	2	14
1,001 - 2,500	86	20	44	12	2	8	17	20	14	5	30	29	43	1	3	10
2,501 - 5,000	14	2	5	2	3	2	2	3	2	3	4	2	5	0	3	4
5,001 - 10,000	25	2	9	6	7	1	1	6	7	10	1	5	9	1	8	2
10,001 - 20,000	11	1	6	2	2	0	0	4	2	3	2	2	7	0	2	0
Above 20,000	2	0	1	0	0	1	0	1	0	0	1	0	0	0	1	1
Total—All groups	364	99	187	22	22	34	47	72	28	40	177	113	176	2	23	50
Percent	....	27.2	51.4	6.0	6.0	9.3	12.9	19.8	7.7	11.0	48.6	31.0	48.4	1.0	6.3	13.7
Total—Public and Private	608	186	140	67	36	79	73	89	56	53	337	195	286	5	34	88
Percent	....	30.6	23.0	11.0	5.9	13.0	12.0	14.6	9.2	8.7	55.4	32.1	47.0	1.0	5.6	14.5

[1] Does not include additional academic dean already included under president.
[2] Does not include additional dean of students already included under academic dean.

Table XIV.—Provision for administration of the areas of academic affairs, student in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	32	18	12	17	10	8	4	0	1	3	4	0	0	6	6	0	0
501 - 1,000	29	19	17	20	11	7	1	0	7	1	1	0	0	3	3	0	0
1,001 - 2,500	69	49	36	36	37	9	0	0	12	0	0	0	0	10	11	2	0
2,501 - 5,000	60	42	39	36	37	10	0	0	6	0	0	0	0	7	7	2	0
5,001 - 10,000	38	23	19	28	20	8	0	0	1	0	0	0	0	7	7	1	1
10,001 - 20,000	11	6	8	9	8	3	0	0	0	0	0	0	0	2	2	0	1
Over 20,000	5	4	5	4	5	1	0	0	0	0	0	0	0	0	0	0	0
Total	244	161	136	150	128	46	5	0	27	4	5	0	0	35	36	5	2
Percent	100	66	56	61	52	19	2	0	11	0	0	0	0	14	15	2	1

services, business affairs, and institutional development for public institutions administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	9	8	2	0	0	7	19	0	0	0	0	0	1	0	0
501 - 1,000	0	6	7	1	0	0	0	10	0	0	2	0	0	2	0	0
1,001 - 2,500	0	20	24	4	0	1	1	14	0	0	5	2	1	1	1	0
2,501 - 5,000	0	12	16	7	0	0	2	8	0	0	3	2	1	2	1	0
5,001 - 10,000	0	9	7	9	0	0	1	7	0	0	1	0	0	3	0	0
10,001 - 20,000	0	0	2	2	0	0	0	0	0	0	0	0	0	1	0	0
Over 20,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	56	65	25	0	1	11	58	0	0	11	4	2	10	2	0
Percent	0	23	27	10	0	0	5	24	0	0	5	2	1	4	1	0

Table XV.—Provision for administration of the areas of academic affairs, student
in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	134	71	58	100	66	7	3	3	23	0	0	0	0	55	56	2	4
501 - 1,000	95	59	44	78	62	4	0	0	11	0	0	0	0	32	32	2	2
1,001 - 2,500	83	55	40	63	54	8	0	0	5	1	0	0	0	20	21	4	3
2,501 - 5,000	14	9	7	7	10	1	0	0	0	0	0	0	0	4	4	1	0
5,001 - 10,000	25	17	17	19	19	4	0	0	0	0	0	0	0	3	3	1	1
10,001 - 20,000	11	7	9	7	5	3	0	0	0	0	0	0	0	1	1	0	0
Over 20,000	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	364	220	177	295	216	27	3	3	39	1	0	0	0	115	117	10	10
Percent	100	60	49	81	59	7	1	1	11	0	0	0	0	32	32	3	3

services, business affairs, and institutional development for private institutions administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignmen[illegible] in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business fun[illegible]	Institutional [illegible]ment functions
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
0 - 500	0	15	26	31	0	0	0	10	0	0	0	0	1	2	3	0
501 - 1,000	0	19	15	19	0	0	0	1	0	0	0	0	0	0	0	0
1,001 - 2,500	0	22	16	21	0	0	0	0	0	0	0	0	0	0	0	0
2,501 - 5,000	0	3	6	4	0	0	0	0	0	0	0	0	0	0	0	0
5,001 - 10,000	0	1	5	4	0	2	0	1	0	0	0	0	1	2	0	0
10,001 - 20,000	0	1	4	6	0	0	0	0	0	0	0	0	0	0	0	0
Over 20,000	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	61	72	87	0	2	0	12	0	0	0	0	2	4	3	0
Percent	0	17	20	24	0	1	0	3	0	0	0	0	1	1	1	0

Table XVI—Provision for administration of the areas of academic affairs, student institutions in the span of control of the chief

Enrollment level	Number of participating institutions	Number of institutions with:															
		Separate administration of:				Administration by the chief administrator (president) of:				Administration by the chief administrator (president) of other functions (included in preceding column):				Administration of two or more major areas by one administrator (not the president):			
		Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0 - 500	166	89	70	117	76	15	7	3	24	3	4	0	0	61	62	2	4
501 - 1,000	124	78	61	98	73	11	1	0	18	1	1	0	0	35	35	2	2
1,001 - 2,500	152	104	76	99	91	17	0	0	17	1	0	0	0	30	32	6	3
2,501 - 5,000	74	51	46	43	47	11	0	0	6	0	0	0	0	11	11	3	0
5,001 - 10,000	63	40	36	47	39	12	0	0	1	0	0	0	0	10	10	2	2
10,001 - 20,000	22	13	17	16	13	6	0	0	0	0	0	0	0	3	3	0	1
Over 20,000	7	6	7	6	5	1	0	0	0	0	0	0	0	0	0	0	0
Total	608	381	313	445	344	73	8	3	66	5	5	0	0	150	153	15	12
Percent	100	63	51	73	57	12	1	0	11	0	0	0	0	25	25	2	2

services, business affairs, and institutional development for public and private administrator, by level of enrollment, 1959-60

Enrollment level	Number of institutions with:															
	Multiple assignments in:				No provision for:				Administration under the superintendent:				Other provision for:			
	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions	Academic functions	Student services functions	Business functions	Institutional development functions
1	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**
0 - 500	0	24	34	33	0	0	7	29	0	0	0	0	1	3	3	0
501 - 1,000	0	25	22	20	0	0	0	11	0	0	2	0	0	2	0	0
1,001 - 2,500	0	42	40	25	0	1	1	14	0	0	5	2	1	1	1	0
2,501 - 5,000	0	15	22	11	0	0	2	8	0	0	3	2	1	2	1	0
5,001 - 10,000	0	10	12	13	0	2	1	8	0	0	1	0	1	5	0	0
10,001 - 20,000	0	1	6	8	0	0	0	0	0	0	0	0	0	1	0	0
Over 20,000	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	117	137	112	0	3	11	70	0	0	11	4	4	14	5	0
Percent	0	19	23	18	0	0	2	12	0	0	2	1	1	2	1	0

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